

The BUSINESS EDUCATION World

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VOL. XXI
NO. 6
\$2 a Year

FEBRUARY
1941



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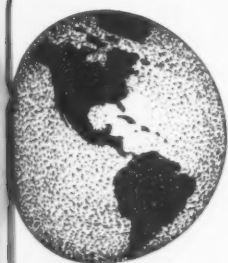
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The BUSINESS EDUCATION World

OL. XXI

FEBRUARY, 1941

NO. 6

Habits, Good and Bad

KNIGHT DUNLAP, Ph.D., and ROY M. DORCUS, Ph.D.

Department of Psychology, University of California, Los Angeles

FROM infancy through to senility, a large part of life is devoted to the formation of habits. The remaining part consists largely of the operation of the habits we have formed.

A successful life is one in which there is formed and maintained a system of habits adequate to the circumstances in which the person is placed. The circumstances themselves, however, are largely determined by the habits that have inducted the person into fortunate positions.

A psychologically unsuccessful life, on the other hand, is the result of a bad system of habits or of failure to modify the habits as the changing conditions of life require.

The biggest task of the child is to form language-habits that will enable him to communicate socially with other persons. These language-habits must be improved continuously through childhood and youth until, as an adult, the person has habits of speech and writing that function automatically.

Some improvement and correction of speech habits are necessary in later life; but if the system, at any level, is not almost automatic, the speaker or writer is in trouble. The stammerer is the sad example of a person who has to give attention to his speech while speaking, or who, at any rate, does give attention and attempts to control a process that should have been thoroughly mechanized. Language, however, is only one part of the vast habit system that one

must form if one is to avoid serious suffering.

[Shorthand and typing are prime examples of the fact that, as Bonsfield said in his *Basis of Memory*, "Many habits are more accurately carried out in the absence of attention." Not only is the habit itself better carried out in the absence of attention, but if it is necessary to give the shorthand or typing habit any attention, that attention must be withdrawn from the work being done . . . and that's when the "foolish errors" start to creep into our transcripts.—EDITOR.]

Our name for the process of habit-formation is *learning*. Learning often requires time and labor; but we learn something in order that the habit, once it is learned, may operate with a minimum of effort and attention.

We learn arithmetic in order that such processes as addition and subtraction may become mechanical. We cannot attack, successfully, complex problems in arithmetic unless the fundamental operations have become habitual. If we have constantly to solve problems, the approaches to problems of different types must become matters of habit.

On street and highway a driver is not safe until he has formed sound habits of operating his car under diverse situations. To form adequate habits of office work, a young person has to go through months of training.

A person is at a serious disadvantage if he has to decide every detail of an operation each time the operation is necessary.

Should I spell this word with two p's or one? Should I smoke this cigar or should I not? Should I burst out violently when irritated? Should I get up now? Should I put out my hand before I make this turn? Unfortunate is the person who is endlessly making such decisions!

In morals, the lack of mechanized habits is especially disastrous. The person who decides at each point whether he shall lie or tell the truth, whether he shall embezzle this sum or that, is hopelessly immoral. The really moral person is the one who acts, without deliberation, on principles that have become ingrained habits.

[In *The Practice of Teaching in the Secondary School*, Morrison tells us that both for pure-practice adaptations like typewriting and for language-art learnings like shorthand, "The characteristic test . . . is ability to use the power to which it corresponds while something else is focal in consciousness." If the stenographer's mind must focus on the shorthand while taking dictation, it is not possible to pay proper attention to the dictation.—EDITOR.]

Superficially, it seems too bad that we must be, to such an extent, mere machines. Actually, the more we mechanize, the more time and energy we can devote to matters that interest us. Moreover, we cannot form new and better habits until we have mechanized our behavior up to the point where new habits may take over.

Some theorists think it is deplorable that men and women in industry are required to devote their days to mechanical performances. Really, these persons are the fortunate ones. Doing their work with minimal expenditure of mental energy, they have more energy to devote to their own interests when the daily routine is over. The simplification of habits that machine operators can achieve gives them an enormous advantage, in their freedom for zestful life, over the hand-workers of a generation or two ago and also over those workers (such as college professors) whose tasks do not permit mechanization.

Psychologists have given much consideration to the study of the formation of new habits based on previously formed habits of useful kinds. Before psychologists took up the problem, a vast amount of practical pro-

cedures in habit formation had been achieved by the pooled experience of generations. The work of psychologists has been, in part, the testing and checking of the methods of procedure thus evolved, for all mere "rules of thumb" are apt to involve fallacious principles and to need correction or verification by scientific techniques. Sometimes the processes to be learned need to be changed in order to obtain better results

Until recently, however, not much attention has been given to methods of breaking up bad habits. Many bad habits are not only poor bases on which to build good habits but are also impediments that have to be overcome in order that a better start may be made. Drinking habits, for example, need to be destroyed. Habits of snuffling and bad speech habits have to be done away with. Drivers who have formed bad driving habits need to undo them.

One substitute for scientific approach to the problem received the approval of William James fifty years ago and since that time has served many theorists as a subterfuge. The way to stop a bad habit, they say, is to form the contrary good habit.

If you are a drunkard, for example (drunkards have been much used as bad examples), form the habit of not drinking. Just as simple as that. But if the drunkard could stop drinking, he wouldn't be a drunkard. The problem, for him, is to stop drinking. Simply telling him "Stop being a drunkard" doesn't help much. That is merely telling him to break his habit. What he wants to know is *how* to break the habit. The problem of habit breaking is not solved by merely saying that the habit should be broken.

Drunkards, however, are not good illustrations for the general problem of habit breaking, for alcoholics are special cases and illustrate the fact that some habits cannot be broken as long as the conditions that led to the habit are still acting.

Stammerers are better illustrations. Tell the stammerer (as James's principle would have you), "Break your habit of faulty speech by forming the habit of correct speech," and you get nowhere. Almost every stammerer has a habit of correct speech

and speaks correctly much of the time. He also has the habit of stammering. What he has to do is to break the latter habit. Of course, here also, if the causes of his acquiring the habit are still acting on him, these causes should be removed, if possible. Sometimes, unfortunately, the causes cannot be removed; and, in any case, the confirmed stammerer needs to be cured of the habit. No amount of voluntary effort will help. In fact, the more he tries, the worse off he is. Direct frontal attack on a bad habit seldom succeeds. Flank attack is required.

Persons suffering from bad habits, whether major or minor, are often exhorted to "use their will power" to break the habits. Unfortunately, the exertion of "will power" seldom succeeds, if it ever does. Outstanding illustrations of this are afforded by stammerers and worriers. The harder the stammerer tries to avoid stammering, the worse he stammers. The more effort one makes to stop worrying, the more one worries.

"Voluntary relaxation" is another ineffectual procedure, in which the effort to relieve tensions sets up other tensions. The primary task for the psychologist in assisting maladjusted persons to correct their habits is to help them to take things more easily.

[The bad habit most frequently encountered in the shorthand or typewriting classroom is tension, usually manifested by pen-pinching, or by inability to get speed, or by slow or inaccurate fingering on the typewriter. As is explained clearly in the foregoing paragraphs, the very attempt to obtain "voluntary relaxation" often makes the matter worse. The effort to relax usually inhibits relaxation. As explained above, the first thing to do is to remove the causes of the bad habit. In the classroom the teacher may procure relaxation by the simple expedient of being careful not to provide reasons for tension. Refrain from scolding, or sarcasm, or any other classroom procedures that will set up tensions, and you will have no trouble getting relaxation.—EDITOR.]

[Next month the authors of this series will explain the use of the "negative practice" in breaking bad habits.]

Winners in the Lesson-Plan Contest For Bookkeeping Teachers

IN THE DECEMBER ISSUE the BUSINESS EDUCATION WORLD announced a desire to publish some of the best lesson plans obtainable for a beginning bookkeeping course. The magazine offered cash prizes for the best plans submitted for each of these three commonly used approaches to the subject:

1. Balance Sheet
2. Journal
3. Ledger

None of the plans submitted made use of the ledger approach. While the balance-sheet approach was more popular with the contestants than the journal approach, creditable plans were offered in each of these two divisions of the contest.

The judges wish to thank all the teacher-contestants for their willingness to share their teaching experience. The plans submitted reflected a commendable interest in the subject of record keeping, and demonstrated originality that will interest bookkeeping teachers who read them. Several of the plans will be published in subsequent issues of the BUSINESS EDUCATION WORLD.

The complete list of winners in the contest follows:

FIRST PRIZE—\$10

Balance-Sheet Approach

Ethel M. Doney, High School, Ithaca, New York

Journal Approach

Sister Alice Marie, S.S.A., St. Ann's Boarding School, Rigaud, Quebec, Canada

WINNERS OF \$2 AWARDS

Fred H. Dearworth, High School, Decatur, Illinois

Dwight H. Dilley, High School, Durango, Colorado

Rose de Veto, Monroe Evening School, Rochester, New York

Charles B. Read, High School, San Diego, California

Sister Isabelle Marie, Marymount College, Salina, Kansas

C. E. Mittelstaedt, Union High School, Gig Harbor, Washington

Emily Overton, High School, Owensboro, Kentucky

Olga Borenstein, Benjamin Franklin Junior High School, Baltimore, Maryland

Sister Mary Annice, St. Joseph's High School, Ashton, Iowa

relation to the community's industries and business enterprises, concluded by concrete recommendations and two easily read charts: "An Ideal Program of Education for Work in Pittsburgh" and "Proposed Organization of Education for Work in the Pittsburgh Public Schools."

Those of us who have worried about employment statistics in the stenographic and bookkeeping fields may find comfort in these words:

"It has been asserted that, inasmuch as many young people who are trained in stenography and bookkeeping do not secure jobs as stenographers and bookkeepers, the school should not train them in these fields, but in clerical practice. Familiarity with placement work leads to the belief that employers hire young people for clerical work because of skills which they possess in the specialized fields of typewriting, record-keeping, sales, and stenography, and that even though the worker does not begin employment as a stenographer, or as a salesperson, or as a bookkeeper, he is employed because of his potentialities for advancement and because he has learned how to *work*, and not because of a 'course' in clerical training."

Space limitations make it impossible to give even the gist of the recommendations relating to the program of education for work in the Pittsburgh schools. Suffice it to say that these recommendations deserve the thoughtful attention of teachers and students of business education.

That All May Learn

By B. L. Dodds. Published by the National Association of Secondary-School Principals of the National Education Association, 1939, 235 pages, \$1.10. (Inquiries and orders should be addressed to H. V. Church, Executive Secretary, 5835 Kimbark Avenue, Chicago.)

This handbook, compiled for high school principals and teachers trying to adjust the programs of their schools to the educational needs of all boys and girls, divides the topic of "Educationally Neglected Youth" into five major considerations:

1. Who are the educationally neglected youth?
2. What are they like?
3. What do they need from schools?
4. How may they best be taught?
5. What are the promising developments in secondary schools for these students?

As defined by the Implementation Committee, who made this study, the educationally neglected student is the student to whom the conventional academic curriculum is maladjusted. He may have mechanical aptitudes, artistic abilities, social gifts, and high personal qualities not even recognized in the traditional academic curriculum,

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which requires primarily language skill and the ability to deal with abstractions.

These educationally neglected students are in most cases drawn from homes of low economic status. These boys and girls are usually limited in language skills and cannot transfer learning from school situations to practical situations in life.

These neglected students, more than students of academic mind, rely upon the secondary school for information and development of skills in vocational work, family and social relationships, recreation, and health, for they will not be going on to other schools and are not capable of much self-help. The contribution the high school makes to them is, therefore, of tremendous social significance.

Two fundamental principles of learning hold especially for these students:

1. Instruction must grow out of the experience of the learner.
2. The learning situation must be like the life situation.

Emphasis must be on the concrete and the specific. Students should be given every visual and auditory aid, since they usually get little from printed materials. Learning units should be organized around problems rather than around subjects. There should be every opportunity for the pupils to become acquainted with the teacher and to profit from teacher guidance.

Promising developments in secondary-school procedures to help these students include adaptation of the high school curriculum to local needs; the development of modified courses in subject-matter fields for special students; differentiated curricula based upon special interests; and the development of flexible core courses.

The foregoing is a very inadequate summary of the contents of this solid, helpful bulletin, which calls to our attention on almost every page the fact that secondary education is for all boys and girls and that it must contribute to the individual development of the nonscholarly as well as to the development of the scholarly, if it is to serve society well.

New Government Publications

Superintendent of Documents, Government Printing Office, Washington, D. C.

Statistics of Public High Schools, 1937-1938. 1940. 125 pages. Bulletin 1938, No. 14. 20 cents.

Educational Directory, 1940. 234 pages. Bulletin 1940. No. 1. (Price not stated.)

Know Your School. Leaflet No. 55. 5 cents.

Parent-Education Programs in City School Systems, 1939, 35 pages, 10 cents. Office of Education, Bulletin 1937, No. 2, Volume 1, Chapter 9.

N.E.A. Publications

National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C.

State-Minimum Salary Standards for Teachers, 1940. 95 pages. 25 cents.

Selected Items for the Testing of Study Skills. National Council for the Social Studies, 1940. 73 pages. 50 cents.

Promising Practices in Secondary Education. Bulletin of the National Association of Secondary School Principals. 130 pages. \$1.

Occupational Adjustment. Bulletin of the National Association of Secondary School Principals. \$1.

Visual Aids in Safety Education. 32 pages. 25 cents.

Income Management for Women

By Louise Hollister Scott. Harper & Brothers, New York, 1940, 294 pages, \$3.

The author addresses her book to every woman who wants to learn to live happily on what she earns. There are chapters on planning expenditures, buying for cash or credit, borrowing money, paying taxes, buying insurance, and selecting securities. One chapter contains a discussion on necessary food properties; another, on choosing a place to live. The book was written, the author states, "not to urge you to limit and pare down your expenditures but to show you how you can have more of what you want with the same amount of money."

The material is adapted to classroom use, with many student projects suggested.—R.T.

Happy New Year!

There's no time like January 1 of any year for clearing up old matters.

First of all, may we explain that high school textbooks are not reviewed in this column; only college textbooks and "background reading" are eligible for consideration here, for reasons not at all whimsical, which will explain the absence of many excellent titles in this corner of the magazine.

Second, a note from Prentice-Hall, Inc., informs us that the cost of the *Private Secretary's Manual*, by Beatrice Turner (reviewed in the B. E. W. for October, 1940), is only \$2.20 to schools.

Last, but not least, *Tests in Commercial Education*, by Lomax and Rice, and *Measurement of Commercial Education*, by Rice, were not published as planned.

And now, once again, happy New Year!

English-Improvement Aids

Selected by E. LILLIAN HUTCHINSON

EDITOR'S NOTE: Teachers of English often desire short, well-selected lists of spelling demons, pronunciation demons, etc., for drill purposes, for testing, for extra-credit assignments, or similar uses. This monthly service page is designed to save the teacher's time in collecting such material.

Spelling Demons

- | | |
|-------------------|---------------|
| 1. acknowledgment | 6. feasible |
| 2. appreciate | 7. nuisance |
| 3. believe | 8. peaceable |
| 4. committee | 9. procedure |
| 5. embarrass | 10. supersede |

Pronunciation Demons

- | | | Not |
|----------------|-----------------|----------------|
| 1. formidable | fôr' mî dà b'l | fôr mîd' à b'l |
| 2. chassis | shās' î (or is) | chās' î |
| 3. caramel | kâr' à mēl | kâr mēl' |
| 4. naphtha | năf' thă | năp' thă |
| 5. concentrate | kôn' sēn trăt | kôn sēn' trăt |

Most-Used Words: 21-30

- | | |
|----------|----------|
| 21. not | 26. his |
| 22. at | 27. but |
| 23. this | 28. they |
| 24. are | 29. all |
| 25. we | 30. or |

Synonyms

Education is a general and formal word for schooling, especially in an institution of learning.

Training suggests exercise or practice to gain skill, endurance, or facility.

The applicant has had a business-school *education* and, in addition, thorough *training* in the operation of various business machines.

Allude. To *allude* is to refer to indirectly or by suggestion.

Refer. To *refer* is to introduce or mention something specifically and distinctly.

His mention of his wish to avoid any unpleasant complications *alludes* to his embarrassing experience with his former employer.

I *refer* you to Mr. Henry Scott for detailed information regarding my record with his company.

Cause is that which actually brings about an effect.

An *occasion* is some event that brings a cause into action at a particular moment.

The *occasion* for the cancellation of their order was our inability to ship the goods immediate-

ly, but the real *cause* of their unwillingness to wait is their leaning toward our competitor.

Words Often Confused

Therefore. Consequently.

Therefor. For that thing; for it.

The company is always glad to receive suggestions from its employees; *therefore*, a suggestion box is being placed near the employees' entrance.

Failure to use the safety devices provided on these machines is a violation of rules. Punishment *therefor* is at the discretion of the foreman.

Formerly. Heretofore; in time past.

Formally. In a formal manner; ceremoniously.

Formerly, file copies of typewritten letters were made by means of the letter press instead of by the use of carbon paper as at present.

We herewith *formally* announce the opening of our fall exhibit of hats.

Eligible. Fitted or qualified to be chosen.

Illegible. Not readable.

To be *eligible* for the position, an applicant must have had a high school education and three years' experience in a business office and must be able to take dictation at 120 words a minute. Did you ever see so *illegible* a signature?

Vocabulary Building

Sulfanilimide (sŭl făn il' âm id). A drug used in certain types of infection and in certain types of pneumonia; also called *prontylin*.

Plasma. The fluid portion of the blood as opposed to the corpuscles, etc., suspended in it.

A Writing Pointer

That mysterious something called "personality" arises from a genuine interest in people. If a correspondent likes people and is really interested in their problems, his letters will reflect this attitude and will be effective. He will make his reader feel important because he will put the reader's interests in the foreground; he will keep himself and his own interests in the background. —Virginia Young.

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Shorthand Practice Material

THE GREGG WRITER

★ Each month the B. E. W. gives in this department some 5,000 words of selected material counted in units of 20 standard words for dictation. This material will be found in shorthand in the same issue of THE GREGG WRITER. ★

Proud Winter Cometh

Proud Winter cometh like a warrior bold!

His icy lances flashing in the light,
His shield, the night, starred bright with³⁰ glittering gold,

His mail, the silver frostwork, dazzling bright!
He turns his stern face to the North and waits
To hear his wind⁴⁰ steeds burst from Heaven's gates.

He bringeth at his side the darkening storm,
He sifts white beauty down to deck the plain.
The⁵⁰ bleak, dark forest shivers to keep warm.

The brooks are bound with links of crystal chain.

The sheep bleat sadly by the pasture⁶⁰ bars.

The night sighs in the darkness for her stars.

Yet many another mien, proud King of Snow,
Hast thou when on the earth⁷⁰ thine advent falls!

For I have seen thy pale face all aglow
With light as fair as floods the sunset halls!

And I have seen⁸⁰ thee, like a gentle child,
Play softly on the hills with laughter mild.
(131)

—Selected

Pet Peeve No. 999

From "Clement Comments"

"YEAH!" was the guttural sound that issued from my telephone receiver. I was calling a new radio repair¹⁰ man for the first time. Possibly he had just burned a finger on his soldering iron, perhaps he was in²⁰ a bad mood, or it could have been that this was the customary manner in which he answered his phone. All we can³⁰ do is hope it wasn't the latter. And the former two really cannot be classed as excuses.

Which brings to⁴⁰ mind another pet peeve—telephone courtesy.

An important part of everyone's business and personal⁵⁰ life is conducted over the telephone. And everyone thus using the phone has a splendid opportunity⁶⁰ to make friends for himself as

well as his employer. There aren't many essentials in the proper handling¹⁰ of telephone calls, and they are so easy to understand—easier to follow—that it's a wonder more people²⁰ don't observe them.

Few things are more irritating to the average person than having to wait for someone³⁰ to answer the telephone. Certain types believe this procedure makes them appear "hard to get." The civil thing to⁴⁰ do is answer calls promptly, as quickly as circumstances permit. No necessity of falling off your chair,⁵⁰ merely pick up the receiver with as little delay as possible.

The telephone reproduces your voice⁶⁰ with remarkable fidelity. For this reason remember that you will be heard just as you speak. An ordinary⁷⁰ conversational level is ideal, and speak directly into the mouthpiece. Don't mumble—don't whisper—⁸⁰ don't shout. Those who, while on long distance connections, rend the air with thundering accents, are wasting energy⁹⁰ and making things difficult for the party to whom they are talking.

"Wait'll I get a pencil," causes more bad¹⁰⁰ impressions than is realized. It's no trouble to keep a pad and pencil close at hand, and by doing so the¹¹⁰ conversation won't be interrupted.

If you have occasion to be away from your desk or office, be sure¹²⁰ someone intelligent is on hand to take your calls. Someone who knows where you have gone, whether you can be reached, and¹³⁰ when you will be back. Of course, no matter how intelligent the party is, he or she won't be able to give¹⁴⁰ out such information if you don't leave it before you go.

If your business calls for the use of price lists or records,¹⁵⁰ have them next to your phone. In this way, when a price or reference is requested, the necessity of leaving¹⁶⁰ your phone is obviated.

"Just a minute—let you talk to George." This circumstance should be avoided if at¹⁷⁰ all possible. If there is anything agonizing it is having not only to wait for another party¹⁸⁰ to come on the line, but the necessity of repeating your story. Don't transfer a call if you can¹⁹⁰ possibly take care of it yourself.

The person you are calling is probably just as busy as you are. Don't waste²⁰⁰ his time by

making him hold the line until you are ready to talk. Asking your secretary to get a party³⁴⁰ and then making him wait for you just isn't being done by really big executives—have the common³⁴⁰ courtesy to remain at the telephone until connected. You don't like waiting, do you?

Some people have the³⁴⁰ habit of answering their phone, "Jones speaking." This is a real timesaver, and if the call is an outside one,³⁴⁰ "Smith Company, Mr. Jones speaking," is a streamlined response. Many firms have made this type of answer a policy.³⁴⁰

Make a point of being courteous. Show your interest by using a pleasant tone of voice. Always remember³⁴⁰ when talking to someone, whether over the phone or not, that his impression of you is what *you* make it.

And³⁴⁰ in ending your conversation, don't slam the receiver down—giving the party on the other end a "crack in³⁴⁰ the ear." When you have finished talking, say as pleasantly as possible, "Goodbye!" (694)

Something to Shoot For

From *New Departure News*, August, 1940
General Motors Corporation

IN a little newspaper office in the Middle West there used to be a sign on the ink-splattered walls printed³⁴⁰ in bold type. It read:

"The man who never did any more than he got paid for, never got paid for any more than³⁴⁰ he did!"

With the passing of time the editor who had believed in that saying died, the paper passed on to other³⁴⁰ hands, and the sign disappeared. But the maxim is as thought-provoking today as it was then.

Elbert Hubbard³⁴⁰ happened to write that saying. But it doesn't make any difference who wrote it; the important thing is that although³⁴⁰ it expresses a bald truism, it arrests the reader and sets his mental processes humming.

The sign³⁴⁰ was the editor's answer to his printers who were always complaining about not getting anywhere. They did³⁴⁰ their jobs well; they were skilled craftsmen. But there they stopped. They never went out of their way to learn more, nor showed initiative³⁴⁰ enough to spend extra time preparing themselves to assume better positions when vacancies arose.³⁴⁰ So they stayed pretty much where they were. They never did any more than they got paid for.

In his earlier days the³⁴⁰ editor *had*. A dynamic guy, he started as a printer's devil. He worked hard not only at his own job,³⁴⁰ but took the trouble to learn about everything else that surrounded him in the shop. And he studied nights. That's³⁴⁰ why he became editor, and that's why later on he got paid for more than he did. (255)

History or Mystery in Your State's Name

By LAWRENCE DAVID BRENNAN

ROMANCE lies behind the name of every state in our union. Take Idaho for example. Idaho was³⁴⁰ a sentence used by the Indians of the

Northwest in arousing the camp every morning. It means, "Look, the³⁴⁰ sun is coming down the mountain!"

Many of our states have a definite royal heritage. Georgia, Maryland,³⁴⁰ Virginia, and West Virginia were named for English rulers: Georgia for George the Second, Maryland in³⁴⁰ honor of Queen Henrietta Maria, Virginia after Elizabeth the Virgin Queen, and West³⁴⁰ Virginia after the same Queen Bess. Louisiana, North Carolina, and South Carolina were named in³⁴⁰ honor of French kings: Louisiana for Louis the Fourteenth, North Carolina and South Carolina for³⁴⁰ Charles the Ninth. Later, when the English took over the land that is now North Carolina and South Carolina,³⁴⁰ they also had a Charles on the throne and retained the original names.

Some states bear the name of an Indian³⁴⁰ tribe. Massachusetts, Utah, Kansas, Iowa, Texas, North Dakota, South Dakota, and New Mexico derive³⁴⁰ their names from some Indian clan, tribe, or confederacy. New Mexico, of course, came from the same root as³⁴⁰ Old Mexico, which had taken its name from the ancient tribal war god of that region.

The most popular method³⁴⁰ of naming territories, which later became states, was to call a basin after its draining river.³⁴⁰ Alabama, Arkansas, Connecticut, Tennessee, Colorado, Missouri, Ohio, Minnesota,³⁴⁰ Mississippi, and Illinois were named for rivers. The original river name was very often romantic³⁴⁰ in itself. Colorado was Spanish and means "red" or "red river." Illinois has the Indian root for "the³⁴⁰ men" streamlined by the French. Mississippi, Missouri, Ohio, Connecticut, and Minnesota are very³⁴⁰ descriptive Indian names. Mississippi is the "great river," Missouri is the "great muddy" river, Ohio³⁴⁰ is the "beautiful river," Connecticut is the "long river," Minnesota is the "cloudy water."³⁴⁰ Wisconsin, a state abounding in lakes and rivers, was given a name that means, literally, "wild rushing channel."³⁴⁰ Arizona is of Spanish-Indian origin, meaning "little creeks." Michigan was named for the lake, the³⁴⁰ name meaning "great expanse."

On either side of the continent are states named for a small island off their shores: ³⁴⁰California and Rhode Island. The first California was a fictitious island mentioned in a bestseller.³⁴⁰ The discoverers of California, having read the book, thought that the name California would fit nicely³⁴⁰ to one of the small islands off the shore. Later visitors extended that name to include the entire coast.³⁴⁰ The origin of Rhode Island is debatable. The name might have come from the famous island of Rhodes, or it³⁴⁰ might have been applied by the Dutch seafarers as Roode Island or "red island." At any rate, the original³⁴⁰ Rhode Island was one of the small islands which lie off the coast of our present-day Rhode Island.

Another debatable³⁴⁰ name is Kentucky. Some authorities claim that Kentucky is the Indian phrase that designates "barren³⁴⁰ ground" or prairie, while others declare that the meaning is "dark and bloody ground," since the region was the battlefield³⁴⁰ of a great Indian war before the coming of the white man.

The origin of some of our state names is³⁴⁰ quite obvious or quite familiar. New York was named in honor of the Duke of York, New Jer-

sey from the Island⁶⁴² of Jersey, which in turn comes from a corruption of the Latin for Island of Caesar. Washington was named for⁶⁰⁰ George Washington. Montana means a mountainous region. Indiana signifies an Indian reserve. The⁶⁰¹ District of Columbia was named in honor of Columbus.

Some states were named by or in honor of their founders⁷⁰⁰ or discoverers. New Hampshire was named by Mason, the proprietor, after his holdings in England.⁷²⁰ Delaware was named for Lord De La Ware, the first white man to sail up Delaware Bay. Florida, literally⁷⁴⁰ "flowery," was taken from the Spanish for Easter (Pascua Florida), the day on which it was discovered.⁷⁶⁰ Pennsylvania was named in honor of William Penn's father, and the name means Penn's "woodland." Vermont was given its⁷⁸⁰ name by Champlain, because of its "green mountains."

Nevada was also named for its mountains, the Sierra Nevadas.⁸⁰⁰ It means in Spanish "snow capped." The rock-bound coast of Maine was called "the mainland" by Colonial fishermen; then⁸²⁰ the name was applied to the entire state.

As we have seen in the name Idaho, the Indians were nature poets.⁸⁴⁰ Iowa, a tribal name, means literally, "dust in the face" or "drowsy one." Nebraska is "shallow water."⁸⁶⁰ Oklahoma is the "home of the red man." Utah is the "home of the mountain people." Wyoming was carried⁸⁸⁰ west by early settlers from the valley of that name in Pennsylvania. In the language of the Delaware⁹⁰⁰ Indians, Wyoming is a "great plained valley."

The names of most of our possessions show their Spanish origin.⁹²⁰ Guam is a corruption of the Spanish for John; the Philippines are named for Phillip II; Puerto Rico,⁹⁴⁰ is literally the "rich port." Alaska, however, comes from the Indian, meaning "the great land," and Hawaii⁹⁶⁰ from the Polynesian for "big island." The Virgin Islands were named in honor of Saint Ursula and the⁹⁸⁰ eleven thousand virgins.

Many suggestions both in Spanish and Indian have been offered for Oregon,¹⁰⁰⁰ but the origin of the name cannot be definitely established. (1013)

Actual Business Letters

Sales Letters

Mrs. Frank C. Babcock
5611 Euclid Avenue
Cleveland, Ohio

Dear Mrs. Babcock:²⁰

A short time ago a mutual friend suggested that we send you one of our calendars. We did so last⁴⁰ week.

That friend has been our customer for many years. She likes our service. She especially likes to have her lovely⁶⁰ coat kept in the pink of condition. That is just the service we have been giving her since 1935.⁸⁰

We store it for her during the summer in our ultra-modern vault—fresh and clean after our specialized¹⁰⁰ cleaning and glossing process—ready to return to her on call whenever the snow flies.

The expert furriers¹²⁰ who handle the cleaning

and glossing are equipped also to make any desired repairs or alterations. They¹⁴⁰ will be glad to refurbish your garment for you at any time this month at special rates that we are allowing¹⁶⁰ new customers.

Mr. Frank J. Murray, general manager of our company, will be glad to give you his¹⁸⁰ personal attention if you will ask for him when you come in. If you prefer to have us pick up your coat at²⁰⁰ the house, we will gladly do so. You can make an appointment with Mr. Murray at the time you call for our²²⁰ messenger.

Cordially yours, (224)

National Advertisers Studio
56 Chamber of Commerce Building
Portland, Oregon

Gentlemen:³⁰

This letter may reach you at the psychological moment for both of us—right when you need our service and when⁴⁰ we are most anxious to serve you. If so it will be doubly welcome. If not, the booklet we enclose will at least⁶⁰ acquaint you with our equipment.

Twelve years of service to "top-notch" advertisers have proved our ability to⁸⁰ meet the most exacting demands. Note the views of our different departments and reproductions of a few of¹⁰⁰ the types of photographic work we handle.

Focusing attention on photography has helped others to promote¹²⁰ sales and aided in developing more productive publication advertising.

We are as near you as your phone.

Very¹⁴⁰ truly yours, (142)

"To All People"

By HAROLD STANDISH CORBIN

Reprinted in shorthand by permission of the publishers from the January, 1940, issue of MOOSE Magazine

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PART II

IT was about 7:30 and hardly anyone was in the park. Snow began to fall, but Queenie plodded¹²²⁰ along the route Jim often had taken her, that led past Billy's house. She left huge round tracks in the gathering¹²⁴⁰ snow. Then presently she stopped, right in front of Billy's house, as she had often done before.

Lucy the maid had fallen¹²⁶⁰ asleep. When suddenly she awoke, she got the surprise of her life. Somehow Billy had got up on his feet¹²⁸⁰ and had dragged on his clothes, a cap, and an overcoat. His arms were full of presents brought to him that day. Outside, Lucy¹³⁰⁰ said, was a "beast bigger than the house." She was so frightened she couldn't do a thing but sit there and stare.

And in¹³²⁰ front of her eyes Billy pulled himself to the door, opened it and went out into the cold and snow. Through the window¹³⁴⁰ she saw him whisper to the huge animal. All at once the beast locked its trunk around Billy and swung him, presents¹³⁶⁰ and all, up to its shoulders.

Thereupon, Lucy said, she fainted. *Some time*

passed before she could get to the telephone¹²⁸⁰ and call Billy's parents.

Now here again I have to pick up more here-say evidence.

What evidently *inspired*¹²⁹⁰ this twelve-year-old youngster to his strange *escapade* was the tale he had heard that day of a little girl half his¹³⁰⁰ age, who had been told for the first time that there wasn't any Santa Claus. It seems that her small world had crashed and her¹³¹⁰ *disillusionment* was soul-racking. But Billy was trying to make good for her.

Somehow, by pats and strange cluckings,¹³²⁰ he guided Queenie to that little girl's house. With a brave attempt at joyous shouting, he stopped Queenie and called the¹³³⁰ little girl out. Her dad told me about it.

"Surprised? I wish you could have seen our little girl. It wasn't Santa¹³⁴⁰ Claus with his reindeer, but it was something that took their places. A sick boy, muffled in an *overcoat*, perched on a¹³⁵⁰ huge ungainly animal, playing he was Santa. 'Merry Christmas!' he shouted. 'Merry Christmas to Sally Lou.'¹³⁶⁰ And here's a present for a good little girl."

"He tried to make his voice deep and gruff," Wally said. "And our little girl¹³⁷⁰ was crying with joy, as the youngster tossed down a beautiful green sweater—a little too big for her, but out of¹³⁸⁰ one of his packages."

Wally tried to get the boy to come into the house, but he wouldn't. He said he had other¹³⁹⁰ things to do. He whispered to the elephant and, swaying her trunk and flattening her ears against her head, she¹⁴⁰⁰ plodded off in the darkness. Wally didn't come to his senses for minutes. Then fearing for Billy, he telephoned¹⁴¹⁰ to the police and the zoo.

But again under Billy's direction the elephant followed a definite¹⁴²⁰ route, this time to the home of an elderly couple who were ill and in want. Once more he tried to *imitate* Santa¹⁴³⁰ Claus' deep voice and he tossed down a pair of mittens to the man and a *bright* scarf to the woman.

Then Queenie¹⁴⁴⁰ started off again. But by this time a police car with screaming siren was coming down the *street* and Jim Henderson,¹⁴⁵⁰ the zoo keeper, was racing in another. Billy's parents were coming in their car, and somehow the news had¹⁴⁶⁰ spread and any number of *citizens* had picked up the trail and were dashing to the scene.

NOW there was excitement!¹⁴⁷⁰ People were *arriving* from everywhere.

Jim Henderson tried to turn Queenie around. Billy's parents, Al and¹⁴⁸⁰ Nellie Lenwith, called for Billy to slide off Queenie's shoulders. Two cops spilled out of their car and started keeping back¹⁴⁹⁰ the fast-gathering crowd.

But Billy and Queenie seemed to have an *agreement*. Queenie wouldn't budge for Jim and Billy¹⁵⁰⁰ refused to slide off. Billy called his parents to him.

"What he said," his mother told me, "made me—made me—cry. His¹⁵¹⁰ features were so drawn, but lighted with a *brilliance* I had never seen there before. He pleaded with me to let him¹⁵²⁰ go on. The time was so *short*, he said. So I—I let him go. I had to."

WELL, you never saw such a cavalcade¹⁵³⁰ in *Claytonville* before or since. Quickly a line of cars formed behind Queenie. Jim Henderson marched at her head, and¹⁵⁴⁰ Al, Billy's dad, had been boosted up behind Billy to hold him on. Doc Goodrich took Billy's mother in his car¹⁵⁵⁰ and talked with her. She cried a little more, but a smile broke through her tears after a while.

At Billy's direction they¹⁵⁶⁰ went to the home of another sick boy and left a pair of Billy's roller skates; then to the home of another¹⁵⁷⁰ youngster whose Christmas set out to be a slim one and left a pair of Boy Scout boots and a wind-breaker. And so, on¹⁵⁸⁰ through the lights and the snow and the darkness passed this strange procession, headed by a boy and an elephant—strange, modern¹⁵⁹⁰ day *counterparts* of Santa and his reindeer.

Yes, I was in the procession. I looked back and it had grown blocks¹⁶⁰⁰ long—car after car. At the last place they all got out and crowded around and somebody started a collection¹⁶¹⁰ for a young married couple whose Christmas had promised nothing. Then somebody began a Christmas carol and there¹⁶²⁰ in the snow they sang—"Holy Night" and "God Rest Ye, Merry Gentlemen," and other *delightful* old songs.

And then shame¹⁶³⁰—or good will, *I don't know* which—descended on that crowd. The example of a small boy, sick unto death, trying his¹⁶⁴⁰ best to spread Christmas joy was too much for them to quarrel any more. Into their hearts leaped the Christmas spirit, making¹⁶⁵⁰ them realize how mean and small were the sources of their *community* feud.

"Let's set up the tree!" someone shouted.¹⁶⁶⁰ "The heck with *economy*!"

"Let's set it up and light it!" came the response.

Mob *psychology*—or community¹⁶⁷⁰ spirit—seized that crowd. They started for the Community House and in their eagerness tried to hurry Queenie¹⁶⁸⁰ along. But though she may have quickened her stride, she was solicitous for the boy on her back and kept her plodding¹⁶⁹⁰ pace.

But others ran ahead. In almost incredible time a tree was brought from *somewhere*, bedded in a great tub¹⁷⁰⁰ of earth and *electricians* in the crowd strung wires to it. Many hands made the work easy—and quick.

Lights blazed in the¹⁷¹⁰ Community House, *rivaling* the colored lights on the tree. Community singing of carols began again.¹⁷²⁰ *Meanwhile*, housewives were rushing food from their kitchens to the Community House dining room. Many a Christmas dinner¹⁷³⁰ of next day went lacking, I am sure, for a cake or a ham or some other item. Cars dashed every which¹⁷⁴⁰ way, and differences of a few hours earlier were forgotten in the joyous spirit of Christmas, as the¹⁷⁵⁰ church bells, hitherto silent, were *frantically* rung.

GRAVELY, like a small general astride the shoulders of his¹⁷⁶⁰ unique mount, sat Billy Lenwith watching it all. Then he grew weary, so very weary, sinking closer into¹⁷⁷⁰ his dad's arms.

His dad and mother took him home. They watched beside him as he lay unconscious through the night and the next¹⁷⁸⁰ day. Silent townsfolk drew near to the Lenwith home. They

gathered there in the hope that they would hear the glad news of Billy's²⁴⁰ improvement. Queenie, safely housed in her great barn in the zoo, *became* a problem to her keeper, Jim Henderson,²⁴⁵ since she would neither eat nor sleep. Then, as the evening shadows began to gather, Billy's mother told me, she²⁴⁰ looked at him and saw that pallor had replaced the bright flush of fever, although a smile *suffused* his features with a²⁴⁰ great radiance. And in some fairer land, she knew, Billy was listening to an angelic host singing of peace²⁴⁰ and good will.

WELL, as I said, Claytonville never knew a stranger Christmas. There hasn't been any dis-sension in²⁴⁰ our town since that day. If any starts, somebody says, "Remember Billy Lenwith," and it ceases.

That's why, on the²⁴⁰ spot where the Christmas tree was set up, in front of the Community House, there's a stone with a bronze tablet on it²⁴⁰ that reads:

In Memory of
BILLY LENWITH
who gave his life that
our town might always be
joyous on Christmas. (2559)

(The end)

The Fascination of Shorthand Writing

By FRED H. GURTLE

One-time Court Reporter and Editor of the *Cress Writer Reporter's Department*. Winner of the Miner Medal (1910) for shorthand speed.

IN nearly all activities, except that of shorthand writing, the individual sets the pace at which he will work. The individual determines the rate at which he walks or drives a car, subject only to general¹⁰ influences. The bookkeeper determines the rate at which he enters figures in columns and the shipping¹⁰ clerk determines the rate at which he crates or wraps his packages, but the pace at which the shorthand writer writes is¹⁰ determined by another. That characteristic of shorthand work is one phase of the fascination shorthand¹⁰ writing has for those who become interested in its use. It is a sort of game or contest in which the stenographer pits his skill as a writer against the ability of the dictator as a dictator. The¹⁰ less ability the dictator has the more difficult it is for the stenographer, because of the¹⁰ introduction of elements foreign to the mere writing of shorthand. The greater the ability the dictator¹⁰ has the more fairly it becomes a measure of skill in shorthand writing as against speed in dictation. This¹⁰ early skill we place so much emphasis on, the mere effort to use the correct forms for accurately recording¹⁰ what is said, becomes in time a mere reflex, a subconscious operation.

When the writing of the common¹⁰ words of the language becomes mechanical, hesitation is removed and the lone problem involved in further¹⁰ perfecting skill is the problem of developing fluency, which includes a great number of known elements¹⁰ relating to style and dexterity. When a word with which the reporter is not familiar is used in¹⁰ dictation, then the

process is a conscious or initial process. Such a process need not involve hesitation¹⁰ if the writer is so familiar with the principles involved in word formation that he can apply them¹⁰ readily, but that process does involve a certain delay measured by the difference between the speed of the¹⁰ subconscious and of the conscious mind. One's skill may be rated with a fair degree of accuracy if the extent¹⁰ to which he can write words and phrases mechanically is known.

The tendency at first is to concentrate one's¹⁰ entire energy on the mere shorthand forms to be used, but as one becomes more skillful in shorthand writing, his¹⁰ concentration passes to the subject matter. Generally speaking, stenographic work is interesting¹⁰ and fascinating because the stenographer's knowledge of English is constantly tested by the choice of words¹⁰ used to express the variety of experiences and training of his different dictators. (479)

(To be continued next month)

Consider the Comma

THE COMMA is small but mighty. By its use or lack of it, you can change no into yes, annul a marriage, rob¹⁰ yourself or outsmart a lawyer, upset an election, win a bet or lose a million. A comma might easily¹⁰ change the history of the world. A comma is docile, but it may be dynamite.

For example, it is¹⁰ illegal to sleep in a certain Western state. The state printer set the law, and it got by every department.¹⁰ It will take an act of the legislature to lift one comma. The law now reads: "No hotel, restaurant, dining¹⁰ room, or kitchen shall be used as a sleeping or dressing room by an employee or any other person."¹⁰ Lift the comma after *hotel* and the law makes sense.—*Pacific Printer*. (129)

Diseases of Watches

This article reviews the principles of the entire Manual

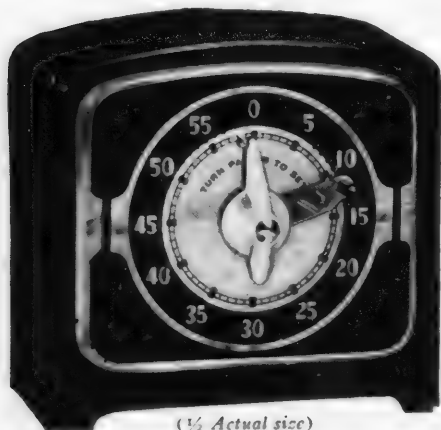
To most people the whims and caprices of a watch are a deep mystery. The many parts of a timepiece¹⁰ apparently enter into a conspiracy to the end that the owner may miss trains, ferries, and business appointments.

When a¹⁰ fairly good watch leaves the hands of a reputable watchmaker it is always in first-class condition, and if it¹⁰ does not behave itself afterward it is generally the fault of the man or woman who owns it.

One very¹⁰ common reason why a watch gains or loses is the disposition made of it at night. If you wear a¹⁰ watch next to your body during the day and place it on a cold surface, as a marble mantelpiece, or¹⁰ anywhere in a cold room, at night, the watch is sure either to gain or to lose. Cold causes contraction¹⁰ of the metals used in the construction of a watch, and the watch consequently gains.

When the heat of the¹⁰ body causes the parts to expand, the pivots and bearings will tighten up and the watch will lose time. Thus¹⁰ your watch is slow when you retire and fast when you

The NEW GREGG TYPING TIMER . . .



($\frac{1}{2}$ Actual size)

THIS typing timer is by far the most easily operated, most attractive one we have ever seen. You set this timer *from the dial* by simply turning the dial hand to the right, until it hits the interval stop. In that one motion, you have set the timer *accurately*, wound the spring, prepared the bell signal, and started the timer ticking!

If you give tests of the same duration regularly, you set the interval stop once and leave it in the same position permanently. For example, if you give 10-minute tests regularly, set the stop beside the figure 10 on the dial. Then, when you are ready to give a test, you don't even have to look at the timer—just throw the dial hand against the interval stop as you give your class the signal "Go." A clear, musical bell, not a nerve-shattering alarm, rings at the end of the interval.

THE GREGG TYPING TIMER is enclosed in a beautifully lacquered black metal case; the dial is of a polished, hard-wearing metal, attractively trimmed with chromium.

One short turn of dial hand sets timer accurately, winds spring automatically, prepares bell signal.

Stop on dial assures accurate setting, even without looking.

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I enclose \$5 for one Gregg Typing Timer.

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ONLY CASH ORDERS CAN BE FILLED

When buying your Timer please mention the Business Education World.

get up. It will vary according to the temperature³⁰⁰ in which it is running. An expensive watch, which has a compensating balance, is, of course, not affected by changes³⁰⁰ of temperature. Some metals expand in cold and others contract, and the compensating balance is made of both kinds of³⁰⁰ metals, so that the contraction of one may balance the expansion of the other.

Everybody knows that the proximity of³⁰⁰ a dynamo will magnetize the steel parts of a watch and ruin it for the time being. A watch may³⁰⁰ be affected by electricity without the owner having been near a dynamo. The amount of electricity in some people is³⁰⁰ so great that it affects the steel parts of a watch. Slightly magnetized watches are often brought to the watchmaker,³⁰⁰ who demagnetizes them. Their owners are cautioned to keep away from dynamos, but when a man has the same trouble³⁰⁰ continually, it is proof that the electricity in his body has affected his watch.

An observant watchmaker said that dark³⁰⁰ people are more likely to affect their watches in this way than light people, and women more so than men.³⁰⁰ The amount of electricity in the human body is, of course, very slight, but only a very small amount is³⁰⁰ required to magnetize the delicate steel parts of a watch. Persons of high electric organizations should wear a watch with³⁰⁰ a steel case if they wish to retain an accurate timepiece.

A watch should never be laid horizontally at night,³⁰⁰ but should always be hung up. Change of position will not affect a mechanically perfect watch, but such a watch³⁰⁰ is yet to be made. Should the pivot of the balance wheel be in the least worn, the change in³⁰⁰ position will make the watch gain or lose. The jewel on the under side of the balance wheel is known³⁰⁰ as the cap jewel, and the pivot does not go through it. Unless the pivot fits right up against this³⁰⁰ cap jewel, a change in position will make the watch lose. Therefore always keep your watch in the same position³⁰⁰ night and day.

It is well known that a watch will stop for some unexplained reason and go on again³⁰⁰ all right if given a slight jolt. The same trouble may not occur again for years. All watches worn on³⁰⁰ the person are liable to this accident. The cause is generally a sudden jump or quick movement, such as boarding³⁰⁰ a car, which makes the delicate hairspring catch in the hairspring stud or in the regulating pins. A jolt is³⁰⁰ given to the balance wheel and hairspring, and this renders the catching possible. The jolt must come at a particular³⁰⁰ fraction of a second during the revolution of the balance wheel, otherwise the spring would not catch.

A watch should³⁰⁰ be oiled every eighteen months, because it is impossible to make an oil that will not dry up in that³⁰⁰ time. A watch will sometimes run a number of years without oiling, but the wear and tear on a watch³⁰⁰ in which the oil is dried up is much greater than when it is regularly and properly oiled. Never attempt³⁰⁰ to oil your watch. Let a watchmaker attend to it.

In examining a watch brought in to be repaired, nearly³⁰⁰ all watchmakers follow the same course. First they examine the hands to see if they are caught; then they take³⁰⁰ out the balance wheel and

look at the pivots and the ruby pin. Next they let down the mainspring and³⁰⁰ examine the wheels. The last part to be examined is the escapement, which is almost always in good condition. Sometimes³⁰⁰ a watchmaker will puzzle for days over an irregular watch. One of the most perplexing faults to find is a³⁰⁰ little burr on the tooth of a wheel. This rarely happens, but when it does it causes a good deal³⁰⁰ of trouble.

Women and watches do not agree. In proportion to the number sold, there are twice as many watches³⁰⁰ repaired for women as for men. Women rarely wind a watch regularly. A watch should always be wound in the³⁰⁰ morning, so that the spring shall be at its strongest tension during the day, when the watch will be jolted³⁰⁰ more or less. At night the weak spring has nothing to disturb it. (913)

By Wits and Wags

CHAUFFEUR: Sir, your car is at the door.
Master: Yes, I heard it knocking. (9)

THE young attorney was sent out of town to interview an important client in regard to a case. Later³⁰⁰ the head of his firm received the following telegram: "Have forgotten name of client. Please wire at once."

This was³⁰⁰ the reply: "Client's name Whitehead. Your name Burkey." (49)

THE teacher sent one of her scholars to buy a pound of plums from a grocer, and as she handed the little girl³⁰⁰ a dime, said:

"Be sure, Mary, before buying the plums, to pinch one or two, just to see that they are ripe."

In a little³⁰⁰ while the girl returned with flushed face and a triumphant look in her eyes. Handing the teacher the bag of plums, she³⁰⁰ placed the dime on the desk, and exclaimed:

"I pinched one or two, as you told me, and when the man wasn't looking I pinched³⁰⁰ a bagful." (82)

"HOW do you like your new boss, Sylvia?" asked one typist of another.

"Oh, he's not bad, only he's a bit³⁰⁰ bigoted."

"What do you mean, bigoted?"

"He seems to think that words can be spelled only in his way." (36)

CLERK (*in men's clothing store*): I assume you are looking for something in men's clothing?

Lady: I certainly am. Have³⁰⁰ you seen my husband around here? (26)

The Wolf and the Crane

Junior O. G. A. Test

A WOLF, having a bone stuck in his throat, promised a crane a large sum of money to put her beak into his throat³⁰⁰ and draw out the bone. When the crane had got the bone out she asked for the promised pay. But the wolf, grinning and grinding³⁰⁰ his teeth, answered: "Why you have already had good pay for what you have done in

being allowed to draw your head in⁹⁹ safety from the mouth and jaws of a wolf."

"Well," thought the crane, "in serving the wicked, do not look for any pay, but⁹⁹ be glad if you have the luck not to lose anything for your pains." (91)

A New Year Resolution

O. G. A. Membership Test

THE ART of "bossing" one's own work looks easy to those who have to punch a time clock, and it is if you have trained your⁹⁹ mind to give orders and have them obeyed! If you work for a firm that begins the day at the usual time, your⁹⁹ friends would not expect you to take the day off to go fishing. But while you are still a student and preparing for⁹⁹ the job you hope some day to hold, Tom, Dick, and Harry all seem to expect you to break your date with your study and⁹⁹ go on some "spree" with them.

That is where your will power comes in: and a strong, clear conception of what you must do in⁹⁹ order to attain the skill you need will stir that weak, small voice which says, "Oh, why not put it off until tomorrow,"¹⁰⁰ into saying, "A man who is proud of his job will never put it off; he will do it now!" (136)

January Transcription Speed Test

Dear Mr. Welch:

"You can't stop a train with wind!"

George Westinghouse was given that answer to his plea to be allowed⁹⁹ to test his air brake. All his money had been spent in manufacturing his new device and he was unable⁹⁹ to finance the test until a friend advanced the necessary money.

Should your family have to get along⁹⁹ without you, would they be able to meet the severe test—would they find a friend to come to their assistance?

How they⁹⁹ would solve the problem of the readjustment period depends largely on your foresight now. Enough income to⁹⁹ cover their needs for a year or more, can help them meet the test by giving them the "breathing spell" for making clear-headed¹⁰⁰ plans.

We should like to explain to you our Plan for providing just such emergency financing. A copy¹⁰⁰ of our booklet, "Money Talks," is yours for the asking, or if you can spare ten minutes' time, we shall be glad to send¹⁰⁰ Mr. Johnson over to see you.

Yours truly, (169)

Dear Mr. Russell:

In 1869, the American businessman relayed his mail across the⁹⁹ West by Pony Express at the rate of a hundred miles a day and at a cost of \$2 an ounce.

Today⁹⁹ American business lends horsepower to its words by writing on Gilbert Quality Papers dispatched swiftly⁹⁹ and economically to the four corners of the country.

Write for a complete folio of Gilbert samples⁹⁹ and see for yourself how many advantages they offer. You will be impressed immediately with the⁹⁹ handsome appearance of the new-cotton-fiber-content papers among the accompanying

samples. The¹⁰⁰ letterhead and envelope bonds have a distinct clarity of whiteness or color. Gilbert adds a cockle-finish¹⁰⁰ that assures each sheet a rich parchment-like appearance. Fine materials and workmanship give these bonds a true "bank¹⁰⁰-note" rattle and assure resistance to the tearing, erasures, and abuses of daily use.

Why not try our¹⁰⁰ paper on your next order?

Yours very truly, (189)

TO THE EDITOR:

This crisis that concerns us all would seem to me to be an occasion for redoubling our emphasis on the interdependence of one division of a business with all the others; of the weakening effect of just one inefficient department or employee; of the need for absolute dependability of each employee in guarding the interests of his business, his country, and indeed his own future; and for calling up examples of the fact that to the best-managed, the best-organized, and the most effective workers go the spoils. It does not matter whether a nation is struggling for its existence as a political power or whether a business is trying to exist among unfair competition or whether an employee is trying to advance in his department; in general it is the way the individual *does his job* that will determine whether he wins or not.

If these few points are correct, can they not be applied to any of our subjects? It is quite possible that Bookkeeping and Secretarial Practice are two very appropriate places to emphasize the integrity of the employee in keeping business secrets; that filing is a very good place to emphasize the necessity of maintaining and protecting records safe from prying eyes; that typing of cards and envelopes is the ideal place to explain, practice, and demand efficiency; that Office Machines is the place to show the very great advantage of a machine in all modern business; and that Law is important and effective only as long as the majority of the nations or people concerned adhere to it. But have we not been doing these things all along in a more or less effective way?

It would seem that this is not the time to look for something new to do, but that it is the time to sweep out our mental cobwebs and revitalize our work each day. The emphasis could well be that we must teach our pupils to turn out more. If we as a country can match and outdistance the output of those who threaten our safety, we will win; and after this emergency is over and our students return to normal life in a normal business world, they will be better workers for having discovered that we live by work—not by demand.

If there is anything in all this that is "on the beam," I owe it to being able to glean from such a list of straight thinkers as you presented in the November issue.—Herman G. Hartman, Central High School, Cobleskill, New York.



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Habits, Good and Bad

KNIGHT DUNLAP, Ph.D., and ROY M. DORCUS, Ph.D.

Department of Psychology, University of California, Los Angeles

FROM infancy through to senility, a large part of life is devoted to the formation of habits. The remaining part consists largely of the operation of the habits we have formed.

A successful life is one in which there is formed and maintained a system of habits adequate to the circumstances in which the person is placed. The circumstances themselves, however, are largely determined by the habits that have inducted the person into fortunate positions.

A psychologically unsuccessful life, on the other hand, is the result of a bad system of habits or of failure to modify the habits as the changing conditions of life require.

The biggest task of the child is to form language-habits that will enable him to communicate socially with other persons. These language-habits must be improved continuously through childhood and youth until, as an adult, the person has habits of speech and writing that function automatically.

Some improvement and correction of speech habits are necessary in later life; but if the system, at any level, is not almost automatic, the speaker or writer is in trouble. The stammerer is the sad example of a person who has to give attention to his speech while speaking, or who, at any rate, does give attention and attempts to control a process that should have been thoroughly mechanized. Language, however, is only one part of the vast habit system that one

must form if one is to avoid serious suffering.

[Shorthand and typing are prime examples of the fact that, as Bonsfield said in his *Basis of Memory*, "Many habits are more accurately carried out in the absence of attention." Not only is the habit itself better carried out in the absence of attention, but if it is necessary to give the shorthand or typing habit any attention, that attention must be withdrawn from the work being done . . . and that's when the "foolish errors" start to creep into our transcripts.—EDITOR.]

Our name for the process of habit-formation is *learning*. Learning often requires time and labor; but we learn something in order that the habit, once it is learned, may operate with a minimum of effort and attention.

We learn arithmetic in order that such processes as addition and subtraction may become mechanical. We cannot attack, successfully, complex problems in arithmetic unless the fundamental operations have become habitual. If we have constantly to solve problems, the approaches to problems of different types must become matters of habit.

On street and highway a driver is not safe until he has formed sound habits of operating his car under diverse situations. To form adequate habits of office work, a young person has to go through months of training.

A person is at a serious disadvantage if he has to decide every detail of an operation each time the operation is necessary.

Should I spell this word with two p's or one? Should I smoke this cigar or should I not? Should I burst out violently when irritated? Should I get up now? Should I put out my hand before I make this turn? Unfortunate is the person who is endlessly making such decisions!

In morals, the lack of mechanized habits is especially disastrous. The person who decides at each point whether he shall lie or tell the truth, whether he shall embezzle this sum or that, is hopelessly immoral. The really moral person is the one who acts, without deliberation, on principles that have become ingrained habits.

[In *The Practice of Teaching in the Secondary School*, Morrison tells us that both for pure-practice adaptations like typewriting and for language-art learnings like shorthand, "The characteristic test . . . is ability to use the power to which it corresponds while something else is focal in consciousness." If the stenographer's mind must focus on the shorthand while taking dictation, it is not possible to pay proper attention to the dictation.—EDITOR.]

Superficially, it seems too bad that we must be, to such an extent, mere machines. Actually, the more we mechanize, the more time and energy we can devote to matters that interest us. Moreover, we cannot form new and better habits until we have mechanized our behavior up to the point where new habits may take over.

Some theorists think it is deplorable that men and women in industry are required to devote their days to mechanical performances. Really, these persons are the fortunate ones. Doing their work with minimal expenditure of mental energy, they have more energy to devote to their own interests when the daily routine is over. The simplification of habits that machine operators can achieve gives them an enormous advantage, in their freedom for zestful life, over the hand-workers of a generation or two ago and also over those workers (such as college professors) whose tasks do not permit mechanization.

Psychologists have given much consideration to the study of the formation of new habits based on previously formed habits of useful kinds. Before psychologists took up the problem, a vast amount of practical pro-

cedures in habit formation had been achieved by the pooled experience of generations. The work of psychologists has been, in part, the testing and checking of the methods of procedure thus evolved, for all mere "rules of thumb" are apt to involve fallacious principles and to need correction or verification by scientific techniques. Sometimes the processes to be learned need to be changed in order to obtain better results.

Until recently, however, not much attention has been given to methods of breaking up bad habits. Many bad habits are not only poor bases on which to build good habits but are also impediments that have to be overcome in order that a better start may be made. Drinking habits, for example, need to be destroyed. Habits of snuffing and bad speech habits have to be done away with. Drivers who have formed bad driving habits need to undo them.

One substitute for scientific approach to the problem received the approval of William James fifty years ago and since that time has served many theorists as a subterfuge. The way to stop a bad habit, they say, is to form the contrary good habit.

If you are a drunkard, for example (drunkards have been much used as bad examples), form the habit of not drinking. Just as simple as that. But if the drunkard could stop drinking, he wouldn't be a drunkard. The problem, for him, is to stop drinking. Simply telling him "Stop being a drunkard" doesn't help much. That is merely telling him to break his habit. What he wants to know is *how* to break the habit. The problem of habit breaking is not solved by merely saying that the habit should be broken.

Drunkards, however, are not good illustrations for the general problem of habit breaking, for alcoholics are special cases and illustrate the fact that some habits cannot be broken as long as the conditions that led to the habit are still acting.

Stammerers are better illustrations. Tell the stammerer (as James's principle would have you), "Break your habit of faulty speech by forming the habit of correct speech," and you get nowhere. Almost every stammerer has a habit of correct speech

and speaks correctly much of the time. He also has the habit of stammering. What he has to do is to break the latter habit. Of course, here also, if the causes of his acquiring the habit are still acting on him, these causes should be removed, if possible. Sometimes, unfortunately, the causes cannot be removed; and, in any case, the confirmed stammerer needs to be cured of the habit. No amount of voluntary effort will help. In fact, the more he tries, the worse off he is. Direct frontal attack on a bad habit seldom succeeds. Flank attack is required.

Persons suffering from bad habits, whether major or minor, are often exhorted to "use their will power" to break the habits. Unfortunately, the exertion of "will power" seldom succeeds, if it ever does. Outstanding illustrations of this are afforded by stammerers and worriers. The harder the stammerer tries to avoid stammering, the worse he stammers. The more effort one makes to stop worrying, the more one worries.

Winners in the Lesson-Plan Contest For Bookkeeping Teachers

IN THE DECEMBER ISSUE the BUSINESS EDUCATION WORLD announced a desire to publish some of the best lesson plans obtainable for a beginning bookkeeping course. The magazine offered cash prizes for the best plans submitted for each of these three commonly used approaches to the subject:

1. Balance Sheet
2. Journal
3. Ledger

None of the plans submitted made use of the ledger approach. While the balance-sheet approach was more popular with the contestants than the journal approach, creditable plans were offered in each of these two divisions of the contest.

The judges wish to thank all the teacher-contestants for their willingness to share their teaching experience. The plans submitted reflected a commendable interest in the subject of record keeping, and demonstrated originality that will interest bookkeeping teachers who read them. Several of the plans will be published in subsequent issues of the BUSINESS EDUCATION WORLD.

"Voluntary relaxation" is another ineffectual procedure, in which the effort to relieve tensions sets up other tensions. The primary task for the psychologist in assisting maladjusted persons to correct their habits is to help them to take things more easily.

[The bad habit most frequently encountered in the shorthand or typewriting classroom is tension, usually manifested by pen-pinching, or by inability to get speed, or by slow or inaccurate fingering on the typewriter. As is explained clearly in the foregoing paragraphs, the very attempt to obtain "voluntary relaxation" often makes the matter worse. The effort to relax usually inhibits relaxation. As explained above, the first thing to do is to remove the causes of the bad habit. In the classroom the teacher may procure relaxation by the simple expedient of being careful not to provide reasons for tension. Refrain from scolding, or sarcasm, or any other classroom procedures that will set up tensions, and you will have no trouble getting relaxation.—EDITOR.]

[Next month the authors of this series will explain the use of the "negative practice" in breaking bad habits.]

The complete list of winners in the contest follows:

FIRST PRIZE—\$10

Balance-Sheet Approach

Ethel M. Doney, High School, Ithaca, New York

Journal Approach

Sister Alice Marie, S.S.A., St. Ann's Boarding School, Rigaud, Quebec, Canada

WINNERS OF \$2 AWARDS

Fred H. Dearworth, High School, Decatur, Illinois

Dwight H. Dilley, High School, Durango, Colorado

Rose de Veto, Monroe Evening School, Rochester, New York

Charles B. Read, High School, San Diego, California

Sister Isabelle Marie, Marymount College, Salina, Kansas

C. E. Mittelstaedt, Union High School, Gig Harbor, Washington

Emily Overton, High School, Owensboro, Kentucky

Olga Borenstein, Benjamin Franklin Junior High School, Baltimore, Maryland

Sister Mary Annice, St. Joseph's High School, Ashton, Iowa



The Challenge Of In-Service Training

IRENE C. HYPPS

PROBABLY commercial teachers bear a heavier and more interesting responsibility than teachers in any other field. How can this responsibility be met within the limits of reasonable time? with a reasonable expenditure of energy? and while living a reasonably balanced life? These questions cannot be answered without thoughtful planning. Yet, before planning takes place, other and more specific questions arise.

How wide is the business world? It extends over the length and breadth of every known country. It crosses all oceans, encompasses all continents, and now wings its course across the air.

How important is the business world? It is as important to society and social strength as the blood of the body is to individual well being and physical development. The great arteries of trade and commerce carry basic materials, on which mankind depends, to giant factories; from the shipping rooms of these factories, multitudinous business services and agents transport merchandise to ultimate consumers scattered over the globe.

How rapidly does the business world change? So rapidly, through technological advance and the application of scientific principles of management, that no teacher of commercial subjects can afford to lose contact with the many media by which the meteoric advance of business is constantly recorded.

How can a commercial teacher keep in tune? There are, of course, the credit courses offered in schools of education and commerce that keep graduate students profes-

sionally informed. Many teachers can avail themselves of this privilege of year-to-year study. Many others cannot. There are also the less institutionalized avenues of correspondence courses and teacher institutes. But all these, for the graduate student, are only secondary sources of business knowledge.

We grow best and know best by seeing, doing, and evaluating. This is where the commercial teacher's opportunity to stay in the front ranks of progress comes. In any city there are innumerable business establishments conducted on modern methods. In any little town there is at least a railroad station, a telegraph office, and a post office; perhaps there is a newspaper, a bank, or an individually owned store.

Watch their business processes, and the economy or lack of economy of operations; talk with the managers, the employees, the patrons. What are some of their current problems? What practical suggestions can you make—after your intimate study—by which these might be solved? Read some of the trade literature affecting those particular fields, then out of your widened knowledge and appreciations teach your pupils more and better facts and up-to-the-minute procedures.

You are never so far away from the center of things that you cannot subscribe to a metropolitan newspaper. Study the reports of bank clearings, stock quotations, commodity price fluctuations, and other financial data of daily significance. Make a simple statistical chart of trends, so that you may be informed at all times of the general directions of business movement.

Build up a library of government pam-

♦ *About Mrs. Irene C. Hypps:* Newly appointed head, business practice department, Divisions 10-13, Public Schools, District of Columbia. Master of Arts, New York University; all work for doctorate in commercial education, New York University, except dissertation. Has served on membership committees for E.C.T.A. and N.E.A. Department of Business Education; panel member in sectional conference, Progressive Education Association; and national convention, American Teachers Association. Has published articles in professional magazines. Has taught in New York City.

phlets, United States Chamber of Commerce bulletins, commercial company publications, and annual reports of corporations and organizations. Assign supplementary readings for your classes in these, and be sure that you can help them to discuss intelligently what they read.

Read and index the articles in commercial-education magazines. Compile some helpful bibliographies and send them in to teacher publications. Other teachers need to share your professional knowledge.

Offer to speak on various business topics on which you have accumulated reliable data. You may even develop into an authority or a specialist along some one line that you find most interesting.

Go to demonstrations of business machines. Talk at length with agents. They have a great amount of specific information that will help widen your commercial outlook.

Sit in on commercial films. Attend movies that are cast in business settings, and take critical notes as to the faithfulness and accuracy with which the details of these scenes are portrayed. You will find historical settings of business scenes especially rich in incidents for verification.

Take your own candid-camera and motion pictures of business operations, establishments, and personnel. Give your students a treat some day with an illustrated lecture of your own making—a business travelogue—or with some business story of adventure that you have recorded in pictures as you followed the processing of an article or the transportation of goods. Bring back business scenes from your vacations. Make this your hobby rather than a task.

Take a notebook and poke about in the commercial sections of museums. Some companies and institutes maintain their own exhibits, which you may not only view but from which you may borrow for school use.

Interview business men and women, even though their businesses are on a modest scale. Try writing up the lives of some who have been successful in your own home town. Sometimes these make excellent feature stories for local newspapers. Here is another chance for a hobby. You'd be surprised how people like to talk about themselves and how much you can learn from their talking.

Review some of the new commercial textbooks; offer your reviews to professional and trade magazines. Do some other educational writing. Describe your actual classroom projects; diagram teaching plans that have proved purposeful from the pupil point of view. Write your own class-instruction manual to accompany a textbook or a course of study. Write a new one each year and make comparisons to note the changes in your pedagogical point of view, or its stability, if change is not apparent.

Guide your pupils in the compilation and interpretation of meaningful business facts in your community. Study business-employment conditions through newspaper want ads, or make a survey of promotional policies of business houses. Do they promote from inside, by seniority, or do they hire the best-fitted applicant, regardless of his connections? What consumer services are needed in your town?

Join—if necessary, organize—a commercial-teachers' club or a businessmen's organization, and take an active part in its discussions, activities, and programs and in the formulation of its policies. Don't just attend the sessions, but make some contribution by your presence as a commercial teacher.

Help tackle the business problems of your city or town. Serve on a citizens' committee in regard to the tax situation, housing costs, unfair business practices, unemployment, and the like. Work during a Christmas or Easter vacation in a selling job. See how the other fellow lives who has to meet the business

world from behind a counter or from the outside of a housewife's door. Don't theorize about these conditions; get into the thick of them. Then your principles of salesmanship and your effective use of English will become realities.

Finally, as a teacher of business subjects, try to embody in your own conduct the practice of good business principles. Do you consciously work to create good will among your pupils and co-workers? Have you tried to substitute efficiency for slipshod habits of report making, punctuality, bill-paying? Do you test the soundness of your judgment before making decisions? Have you made a study of your personal money management? Have you shopped for the best insurance plan? Do you have a working outline of suitable investments?

Can you check yourself against a business-personality rating scale and come out with a creditable score? If not, is it fair to tell your pupils what they should do to develop socially acceptable personalities? If you do not have current knowledge about the business world, can you prepare young persons

to enter it? Does what you learned ten, five, or even two years ago, in a commercial college or summer school, give you an understanding of all the economic changes and implications of our modern social structure?

If you were called in to advise on a government committee to help stimulate business development, to simplify regulatory trade measures, or to improve producer-consumer relations, would you have any ideas? Could you express them?

Are you really a business teacher if you are not an integral part in the march of business education and community progress? In-service training can be a vast panorama of interesting events and experiences, and even of recreation. In-service training need not be course taking, but it should mean growth that is demonstrated in your professional and community life.

No one of these realizations is new. No one of these suggestions is new. But newness may come in trying to do something practical about them. Changing from a static to a dynamic role is not a new idea, but it does bring new adventure.

Potent Factors in Solving the Job Problem

SOUTHERN CALIFORNIA vocational experts and others, in a recent meeting at the California Institute of Technology, Pasadena, got down to bedrock fundamentals on the qualifications that modern young men and women must possess to find, get, and keep jobs in the America of today.

"Only those young people with creative ideas are acceptable for employment in the present economic setup," was the assertion of Frances Farmer Wilder, director of education on the Pacific Coast for a national radio syndicate. She continued:

Structural or nonchanging types of individuals are not as employable as are more flexible individuals. . . . I almost always interview persons who are nice to my secretary, who sound intelligent and persistent, and whose manner of approach indicates technique.

F. B. Yoak, personnel manager of the Goodyear Tire Rubber Company, Los Angeles unit, asserted:

Whether or not personnel directors are aware

of the fact, each of them has his own individual mental yardstick for measuring the abilities and qualifications of job candidates. . . . He is swayed more than he realizes by personal reaction.

C. T. Reid, director of education for the Douglas Aircraft Corporation of Los Angeles, asserted:

Contrary to the opinion of many people, nearly every organization in the United States employs job applicants who have some skill to begin with. In the airplane industry, only skilled, well-trained, experienced workers are wanted. This rule applies to practically all industries.

Dr. Louis P. Thorpe, assistant professor of education at the University of Southern California, Los Angeles, informed the five hundred vocational experts that he is working on a "scientific instrument" that he believes will determine whether a person is basically adjusted, and therefore "a good employment risk." He did not disclose the nature of his ability-measuring instrument.

—James E. Hungerford.



Trends of Thought In Business Education

J. M. HANNA, Ed.D.

No. 2—Points of Agreement

WHAT are some of the basic principles in business education on which the leaders in the field agree?

Last month's article presented a discussion of nine basic principles in business education upon which nearly all (over 90 per cent) of the seventy-eight prominent business educators who participated in this study were in complete agreement. This article presents a series of eighteen principles (Numbers 10-27) upon which the large majority (from 70 per cent to 90 per cent) of these educators tend toward agreement. The fact that as many as 30 per cent of the responding educators are not in complete accord with the principle should not be interpreted as indicating that they in turn were in agreement on any one conflicting principle. In most instances, they were divided between two or more contesting principles. This fact emphasizes the importance to be attached to the result that 70 per cent or more were in agreement on the following principles.

10. *The present practice of earmarking Federal funds for particular purposes in vocational education should be discontinued, either immediately or eventually.*

The present Federal educational policy is built upon the concept that education is primarily a state function; and that, as such, its major support must come from within the state. Recent Federal aid to education, therefore, has been primarily limited to annual grants for the promotion of special types of education within the states.

Business education, through the recent George-Deen Act, has, in part, been a recipi-

ent of Federal support. It is, therefore, of real importance to note that a large majority of prominent business educators favor the abandonment of the present Federal policy.

In this respect, business educators seem to be in agreement with the recommendations of the President's Advisory Committee on Education as well as with the Educational Policies Commission. Both these groups have recommended the discontinuance of the present Federal policy in favor of general aid to education.

11. *The segregation and centralization of commercial students into separate high schools is not desirable from the standpoint of the best interests of society.*

The President's Advisory Committee¹ expressed its views on the establishment of separate vocational high schools as follows:

The plan of education should be broad enough to provide the necessary opportunities of vocational education without sharply segregating them and setting them up under separate organizations.

Business educators seem to be in agreement with the President's Committee.

12. *The secondary school should give specific preparation for only the lower levels of office and selling positions.*

In accepting this principle, the respondents rejected the proposal that "specific preparation be given for not only the lower level positions but also for the more advanced, such as secretarial and accounting."

The problem of applying the principle is

¹ Floyd W. Reeves, Chairman, Advisory Committee on Education, *Report of Committee*, 1938, page 75.

to determine the dividing line between the two levels of work. In this respect, one respondent commented that "the division should be made, not on the basis of position levels, but on that of specific practice and general understanding; specific practice to characterize the secondary-school level, and general understanding to characterize the higher institutions²."

Several respondents³ commented that, although the secondary school should give specific preparation for only the lower level of office and selling positions, it is thereby providing the necessary background for advancement into the higher level positions.

13. *College preparatory courses should not be a part of the secondary-school business curriculum except in so far as they may be included without displacing other more valuable courses which prepare the student for initial office and store employment.*

In the preparation of the commercial curriculum, an attempt is frequently made to include a sufficient number of college-preparatory courses so as to enable the graduates to obtain admission to higher schools of learning. The consensus, as expressed by this study, indicates that such a consideration should be second in importance to the main objective of vocational preparation. The problem of college-preparatory courses, however, is gradually becoming of less importance, due to the liberalization of college-entrance requirements.

14. *Elementary bookkeeping should be reorganized and new material introduced if the maximum social and personal-use values are to be derived from the course.*

15. *If elementary bookkeeping is to be reorganized to yield primarily social, consumer, and personal-use values, it should be required of all commercial students and open as an elective to all other students in the secondary school.*

16. *Only one elementary course in bookkeeping is needed. The fundamental principles of accounting necessary for advanced work in vocational bookkeeping can be obtained from an elementary course devoted*

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primarily to the development of social and personal-use bookkeeping values.

Many business educators⁴ have pointed out the need of reorganizing elementary bookkeeping so as to emphasize its social and personal-use values. Would such a course provide an adequate background for the advanced bookkeeping course? It has been frequently suggested, as a solution to this problem, that two elementary courses be provided; one course emphasizing personal-use and social values and the other retaining its vocational objective.

One important point that is frequently overlooked is the fact that the elementary course must be evaluated upon the basis of its contribution to the needs of the pupils and not upon its preparation for an advanced course. The advanced course should be built upon whatever foundation is laid by the elementary course.

17. *Salesmanship should be considered a vocational course.*

18. *Provisions for selling experience can be adequately made only by co-operative training in actual retail establishments.*

The fact that a large majority of prominent business educators consider that selling experience can be adequately carried out only through co-operative training in actual retail establishments would seem to rule out the school laboratory as a medium for providing such experience. This, however, is not the case, for many respondents, through their comments, indicated faith in the school laboratory, but more faith in co-operative training.

As expressed by one commentator⁵, "If possible, it should be actual retail experi-

² Earl W. Barnhart.

³ Lloyd Douglas, Irma Ehrenhardt, and others.

⁴ A. O. Colvin, Clinton M. File, William R. Odell, and others.

⁵ Ray G. Price.

ence; otherwise, the school laboratory should be used."

In interpreting this response, we must not forget the fact that the retail-school laboratory has not been experimented with adequately in a sufficient variety of situations to test its real value. The reaction of some educators⁶, where the school laboratory has been put into practice, is that the laboratory is not merely a substitute for co-operative work but is actually a far superior teaching device.

19. *If business arithmetic is to be offered as a separate course, it should be placed early in the program of the secondary school, either in the ninth or tenth year. It should be required of all commercial students. One semester is sufficient.*

20. *It is possible to correlate business arithmetic with other business subjects to the extent of excluding it as a separate course. The trend, at the present time, is in this direction.*

A separate course in business arithmetic may be used to serve one of two functions. It may be considered a background course upon which to build subsequent business courses and thus would be placed early in the commercial curriculum.

On the other hand, it may be conceived as a finishing course, in which arithmetical skills and knowledges are given a thorough review just prior to the student's placement on the job. In this case, it would be placed late in the curriculum.

A large majority of the prominent business educators who co-operated in the study are of the opinion that business arithmetic is primarily a background course. If the trend for correlation of business arithmetic with other commercial courses continues, to the extent of excluding it as a separate course, an increased need for a finishing or review course may be felt. In this case, the placement of business arithmetic as a separate course would be shifted from the early years in the secondary school to the twelfth or last year.

21. *The course in office practice, in most secondary schools, should be broadly con-*

ceived to include not only machine instruction but also a study of business functions and practices.

22. *Students majoring in the bookkeeping and clerical curricula should be given a finishing course in the twelfth year, corresponding to the course which is provided for secretarial students, known as secretarial practice.*

23. *All shorthand must be justified on a purely vocational basis, for its personal-use values are not sufficient to condone the time required for its mastery.*

24. *The content of a course in personal-use typewriting is not sufficiently different from the content of the elementary course in typewriting intended for vocational use to warrant a separation of classes.*

25. *Typewriting for personal use cannot be justified, for most students, as part of the educational program of the elementary school.*

26. *Business education has a responsibility in the development of general education of a consumer and economic nature.*

27. *Consumer education should be the function and primary responsibility of several co-operating departments including the business education department.*

When we consider the controversy that has centered around the question as to who should be primarily responsible for the development of consumer education in the secondary school, it is important to note the stand that the responding business educators have taken. That they consider that it should be a co-operative function among several departments should not be interpreted as relieving business education of any responsibility. It merely means that business educators conceive consumer education to be far broader in scope than the content of any one subject-matter field. Thus several departments, including business education, have a responsibility and should co-operate in developing a sound program of consumer education.

Several respondents⁷ pointed out that the responsibility for consumer education is so

⁶ Alexander Massell and others.

⁷ Kenneth B. Haas, Harald G. Shields, Herbert A. Tonne, and others.

closely tied up with teacher preparation and interest, curriculum flexibility, tradition, and other factors that, if it must be given departmental allocation, the selection would depend on the immediate school situation.

This series of articles will be continued in next month's issue of the *BUSINESS EDUCATION WORLD* with a discussion of eight issues upon which business educators are divided in opinion, with the weight of opinion, however, in favor of one particular point of view or contention.

[The first article in this series was published in the January, 1941, issue of the *B. E. W.*]

TYPEWRITING TEACHERS, students, stenographers, and nonprofessional typists everywhere will wish to consider entering the first annual Open Artistic Typing Contest, which closes on April 15. A contestant may submit any number of entries in the many different contest classifications. First prize is \$10 in cash. Other prizes will be copies of *Artyping*, a beautifully illustrated 96-page book by Julius Nelson, contest sponsor.

April 15 is also the closing date of the third annual Artistic Typing Contest, eligibility to which is limited to students in schools where typing is taught. Attractive prizes are offered in this contest, also.

For full information about either contest, address Julius Nelson, Windber High School, Windber, Pennsylvania.

American Business Writing Association Holds Third Annual Convention

THE THIRD ANNUAL convention of the American Business Writing Association, held at the Biltmore Hotel in New

York City on December 30 and 31, brought out a fine attendance of enthusiastic teachers of business correspondence and report writing.



W. P. BOYD
President

Mrs. Alta Gwinn Saunders, of the University of Illinois, was general chairman, and N.

W. Barnes, of Columbia University, was chairman of local arrangements. H. B. Young, of Pennsylvania State College, had charge of exhibits.

Mr. Barnes and President W. P. Boyd spoke briefly at the opening assembly on Monday morning, December 30. Reports by the chairmen of nine standing committees of the Association followed.

L. Rohe Walter, president of the Direct Mail Advertisers Association, spoke at the Monday luncheon on "Direct Mail in a Changing World." At the afternoon assembly, C. Chandler Parkhurst, of Boston University, and George Burton Hotchkiss, of

New York University, were speakers. This session was followed by visits to the Direct Mail Center and the library of the Direct Mail Advertisers Association.

During the morning session on Tuesday, December 31, Peter T. Ward, of Columbia University, and W. B. Buckham, of New York University, conducted a letter clinic on typical student letters; and Paul T. Cherington, of McKinsey & Company, formerly of the Harvard Graduate School, conducted a clinic on report writing.

W. P. Boyd, of the University of Texas, gave his address as president of A.B.W.A. at the luncheon following this session. Mrs. F. R. Gregalunas, of De Paul University, Chicago, spoke at the afternoon session on "Generating Word Power" and described the results of a vocabulary test.

Membership in the rapidly growing American Business Writing Association is open to teachers of business English, letter writing, report writing, etc., and to other interested persons. Dues of \$2 a year cover the subscription price to the ever-interesting *A.B.W.A. Bulletin*. Inquiries and applications for membership should be addressed to C. R. Anderson, 304 Commerce Building, University of Illinois, Urbana. Mr. Anderson is secretary of A.B.W.A. and editor of the *Bulletin*.



Typewriting Score Sheets

J. C.
FRAKES

PROBABLY most typewriting teachers use some objective method of transmuting a pupil's performance, generally in terms of speed and accuracy, into a mark expressed as a percentage or a letter. Educators will agree that it is good psychology for the pupil to understand, and to agree with, the method employed.

The numbers on the score sheets illustrated in this series of articles are not necessarily the percentage marks that the pupils receive. They may be used as such, however, except when a pupil's score is over 100. Scores of over 100 (and there will be only a few) can be scaled down a little.

The Commercial Curriculum Center was established at John Hay High School in the fall of 1939. One of the aims of the Typewriting Curriculum Committee¹ was to devise and study the possibility of a uniform system of giving grades in typewriting. Many different systems of marking were in use in Cleveland at that time.

At West Technical High School, Cleveland, the pupil's mark was determined by a formula. It was assumed that a pupil might be expected to make 1 error for each 5 nwpm on any given test. A multiplier of 5 was used to reward better-than-average accuracy and to penalize inaccuracy.

The committee liked the fundamental idea of this system and has adapted it to the various grades of typewriting and prepared a scale for each grade, making it unnecessary to work the formula except in cases of extremely high or low performance.

¹The committee was composed of the following members: H. E. Wheland, chairman; Miss Margaret L. Day; Miss Angela Duffy; and the author.

Philosophical Basis of the Score Sheets

The committee believes that the more strokes a pupil makes on any given length of test, the more errors he is entitled to make, because every time a stroke is made there is a chance for an error.

It also believes that accuracy should be rewarded and that inaccuracy should be penalized. It realizes that when net strokes are used, with the 50-stroke penalty for each error, a double penalty is inflicted for inaccuracy. But after trying out score sheets based upon gross words to avoid this double penalty, the committee has readopted the basis of net words, because this seems to work more satisfactorily.

How the Formula Works

First, there is a speed score, with 70 as a base; that is, if a pupil meets the minimum speed requirement and makes "par" on errors, his score is 70. Let us look at the score sheet for Typewriting I. In the upper left corner of the sheet is the notation: $18^3 = 70$. That means that, if the pupil makes 18 nwpm with 3 errors, his score is 70.

Experience shows that a pupil may make normally one error for every 5 nwpm he writes; therefore, $18 \div 5 = 3$, the number of errors he may be expected to make, here called "par." All fractions are dropped in this computation. To reward accuracy or penalize inaccuracy, a multiplier is now used. In Typewriting I, the multiplier is 5.

♦ *About J. C. Frakes:* Instructor, John Hay High School, Cleveland. Degrees from Indiana State Teachers College, Terre Haute, and Western Reserve University, Cleveland. Has done considerable research in educational measurements and guidance. Member of Kappa Delta Pi and of several professional associations. Hobbies: Tennis, handball, gardening.

Some Cases in Typewriting I

1. A pupil types 24 nwpm with 2 errors.
 18^{th} nwpm = 70 (basic score)
 $24 \text{ nwpm} - 18 \text{ (the 70 score standard)} = 6$
(speed bonus)
 $70 + 6 = 76 \text{ (speed score)}$
 $24 \text{ nwpm} \div 5 \text{ (divisor for normal errors)} = 4$
 (Par score on errors allowable at 24 nwpm rate. Drop all fractions.)
 $4 \text{ errors} - 2 \text{ errors (pupil's performance)} = 2 \text{ errors (less than par)}$
 $2 \times 5 \text{ (the multiplier for computing accuracy bonus)} = 10 \text{ (accuracy bonus)}$
 $76 \text{ (speed score)} + 10 \text{ (accuracy bonus)} = 86$
 (pupil's score on this test—see score sheet, opposite "24" in Column 1 and under "2 errors" in Column 4)
2. A pupil types 30 nwpm with 10 errors.
 18^{th} nwpm = 70 (basic score)
 $30 \text{ nwpm} - 18 \text{ nwpm} = 12 \text{ (speed bonus)}$
 $70 + 12 = 82 \text{ (speed score)}$
 $30 \div 5 = 6 \text{ (par on errors at 30 nwpm)}$
 $6 \text{ (par on errors)} - 10 \text{ (actual errors)} = -4 \text{ (errors more than par)}$
 $-4 \times 5 = -20 \text{ (accuracy penalty)}$
 $82 \text{ (speed score)} - 20 \text{ (accuracy penalty)} = 62$
 (pupil's score—see score sheet)
3. A pupil makes 12 nwpm with 0 errors.
 18^{th} nwpm = 70
 $18 \text{ nwpm} - 12 \text{ nwpm} = 6 \text{ (speed penalty)}$
 $70 - 6 = 64 \text{ (speed score)}$
 $12 \text{ nwpm} \div 5 = 2 \text{ (par on errors at 12 nwpm. Don't forget to drop all fractions.)}$
 $2 \text{ errors} - 0 \text{ errors} \times 5 = 10 \text{ (accuracy bonus)}$
 $64 + 10 = 74 \text{ (pupil's score—see score sheet)}$

Thus, the score sheet is simply an application of the formula to many cases.

The Division for "Par" Errors

The selection of 5 as the number by which to divide the rate in order to determine the number of errors allowed came as a result of many cases and a good many years of experience. In a scale based on gross words, 6 is used as the divisor.

The Multiplier for Accuracy Bonus or Penalty

The multiplier 5 was chosen for virtually the same reasons. Accuracy should be rewarded and inaccuracy should be penalized. How much? The use of 5 as the multiplier for Typewriting I works satisfactorily. Ac-

curacy is rewarded at a higher rate than speed—in fact, five times as high in this case; for an increase of 1 point in speed increases the pupil's score only 1 point, while a decrease of 1 error adds 5 points to the score.

In the Typewriting I scale, the multiplier is 5; in Typewriting II, it is 4; while in Typewriting III and IV, it is 3. The scales for Typewriting I and II are used for 10 minute tests.

Some additional examples of the use of the scales, for the advanced classes, are shown below.

A Case in Typewriting II

- The multiplier in Typewriting II is 4
- A pupil types 38 nwpm with 3 errors.
 28^{th} nwpm = 70 (basic score)
 $38 - 28 \text{ (the 70 score standard)} = 10$
(speed bonus)
 $70 + 10 = 80 \text{ (speed score)}$
 $38 \text{ nwpm} \div 5 \text{ (divisor for normal errors)} = 7$
 (Par score on errors allowable at 38 nwpm rate. Drop all fractions.)
 $7 \text{ errors} - 3 \text{ errors (pupil's performance)} = 4 \text{ (less than par)}$
 $4 \times 4 \text{ (the multiplier for computing accuracy bonus)} = 16 \text{ (accuracy bonus)}$
 $80 \text{ (speed score)} + 16 \text{ (accuracy bonus)} = 96$
 (pupil's score—see score sheet)

A Case in Typewriting III

- The multiplier in Typewriting III is 3
- A pupil types 36 nwpm with 10 errors.
 38^{th} nwpm = 70 (basic score)
 $38 \text{ nwpm} - 36 \text{ nwpm} = 2 \text{ (speed penalty)}$
 $70 - 2 = 68 \text{ (speed score)}$
 $36 \text{ nwpm} \div 5 = 7 \text{ (par score on errors at 36 nwpm rate. Drop all fractions.)}$
 $7 \text{ errors} - 10 \text{ errors} = -3 \times 3 = -9 \text{ (accuracy penalty)}$
 $68 - 9 = 59 \text{ (pupil's score—see score sheet)}$

A Case in Typewriting IV

- The multiplier in Typewriting IV is 3
- A pupil types 35 nwpm with 0 errors.
 $45 \text{ nwpm} = 70$
 $45 \text{ nwpm} - 35 \text{ nwpm} = 10 \text{ (speed penalty)}$
 $70 - 10 = 60 \text{ (speed score)}$
 $35 \text{ nwpm} \div 5 = 7 \text{ errors (par at 35 nwpm)}$
 $7 \text{ errors} - 0 \text{ errors} \times 3 = 21 \text{ (accuracy bonus)}$
 $60 + 21 = 81 \text{ (pupil's score—see score sheet)}$

Basic Score

COMMERCIAL CURRICULUM CENTER
Cleveland Public Schools
Cleveland, Ohio

Typing I

Net Score Sheet

Based upon 10-minute tests
(5-minute tests for first marking)

Errors	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14
WPM															
30	172	167	162	157	152	147	142	137	132	127	122	117	112	107	102
29	166	161	156	151	146	141	136	131	126	121	116	111	106	101	96
28	165	160	155	150	145	140	135	130	125	120	115	110	105	100	95
27	164	159	154	149	144	139	134	129	124	119	114	109	104	99	94
26	163	158	153	148	143	138	133	128	123	118	113	108	103	98	93
25	162	157	152	147	142	137	132	127	122	117	112	107	102	97	92
24	156	151	146	141	136	131	126	121	116	111	106	101	96	91	86
23	155	150	145	140	135	130	125	120	115	110	105	100	95	90	85
22	154	149	144	139	134	129	124	119	114	109	104	99	94	89	84
21	153	148	143	138	133	128	123	118	113	108	103	98	93	88	83
20	152	147	142	137	132	127	122	117	112	107	102	97	92	87	82
19	146	141	136	131	126	121	116	111	106	101	96	91	86	81	76
18	145	140	135	130	125	120	115	110	105	100	95	90	85	80	75
17	144	139	134	129	124	119	114	109	104	99	94	89	84	79	74
16	143	138	133	128	123	118	113	108	103	98	93	88	83	78	73
15	142	137	132	127	122	117	112	107	102	97	92	87	82	77	72
14	136	131	126	121	116	111	106	101	96	91	86	81	76	71	66
13	135	130	125	120	115	110	105	100	95	90	85	80	75	70	65
12	134	129	124	119	114	109	104	99	94	89	84	79	74	69	64
11	133	128	123	118	113	108	103	98	93	88	83	78	73	68	63
10	132	127	122	117	112	107	102	97	92	87	82	77	72	67	62
9	126	121	116	111	106	101	96	91	86	81	76	71	66	61	56
8	125	120	115	110	105	100	95	90	85	80	75	70	65	60	55
7	124	119	114	109	104	99	94	89	84	79	74	69	64	59	54
6	123	118	113	108	103	98	93	88	83	78	73	68	63	58	53
5	122	117	112	107	102	97	92	87	82	77	72	67	62	57	52
4	116	111	106	101	96	91	86	81	76	71	66	61	56	51	46
3	115	110	105	100	95	90	85	80	75	70	65	60	55	50	45
2	114	109	104	99	94	89	84	79	74	69	64	59	54	49	44
1	113	108	103	98	93	88	83	78	73	68	63	58	53	48	43
0	112	107	102	97	92	87	82	77	72	67	62	57	52	47	42
29	106	101	96	91	86	81	76	71	66	61	56	51	46	41	36
28	105	100	95	90	85	80	75	70	65	60	55	50	45	40	35
27	104	99	94	89	84	79	74	69	64	59	54	49	44	39	34
26	103	98	93	88	83	78	73	68	63	58	53	48	43	38	33
25	102	97	92	87	82	77	72	67	62	57	52	47	42	37	32
24	96	91	86	81	76	71	66	61	56	51	46	41	36	31	26
23	95	90	85	80	75	70	65	60	55	50	45	40	35	30	25
22	94	89	84	79	74	69	64	59	54	49	44	39	34	29	24
21	93	88	83	78	73	68	63	58	53	48	43	38	33	28	23
20	92	87	82	77	72	67	62	57	52	47	42	37	32	27	22
19	86	81	76	71	66	61	56	51	46	41	36	31	26	21	16
18	85	80	75	70	65	60	55	50	45	40	35	30	25	20	15
17	84	79	74	69	64	59	54	49	44	39	34	29	24	19	14
16	83	78	73	68	63	58	53	48	43	38	33	28	23	18	13
15	82	77	72	67	62	57	52	47	42	37	32	27	22	17	12
14	76	71	66	61	56	51	46	41	36	31	26	21	16	11	6
13	75	70	65	60	55	50	45	40	35	30	25	20	15	10	5
12	74	69	64	59	54	49	44	39	34	29	24	19	14	9	4
11	73	68	63	58	53	48	43	38	33	28	23	18	13	8	3
10	72	67	62	57	52	47	42	37	32	27	22	17	12	7	2
9	66	61	56	51	46	41	36	31	26	21	16	11	6	1	
8	65	60	55	50	45	40	35	30	25	20	15	10	5	0	
7	64	59	54	49	44	39	34	29	24	19	14	9	4	0	
6	63	58	53	48	43	38	33	28	23	18	13	8	3	0	

Basic Score
28⁵ = 70

COMMERCIAL CURRICULUM CENTER
Cleveland Public Schools
Cleveland, Ohio

Typing II
Net Score Sheet
Based upon 10-minute tests

Errors	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
NWPM																			
65	159	155	151	147	143	139	135	131	127	123	119	115	111	107	103	99	95	91	87
64	154	150	146	142	138	134	130	126	122	118	114	110	106	102	98	94	90	86	82
63	153	149	145	141	137	133	129	125	121	117	113	109	105	101	97	93	89	85	81
62	152	148	144	140	136	132	128	124	120	116	112	108	104	100	96	92	88	84	80
61	151	147	143	139	135	131	127	123	119	115	111	107	103	99	95	91	87	83	79
60	150	146	142	138	134	130	126	122	118	114	110	106	102	98	94	90	86	82	78
59	145	141	137	133	129	125	121	117	113	109	105	101	97	93	89	85	81	77	73
58	144	140	136	132	128	124	120	116	112	108	104	100	96	92	88	84	80	76	72
57	143	139	135	131	127	123	119	115	111	107	103	99	95	91	87	83	79	75	71
56	142	138	134	130	126	122	118	114	110	106	102	98	94	90	86	82	78	74	70
55	141	137	133	129	125	121	117	113	109	105	101	97	93	89	85	81	77	73	69
54	136	132	128	124	120	116	112	108	104	100	96	92	88	84	80	76	72	68	64
53	135	131	127	123	119	115	111	107	103	99	95	91	87	83	79	75	71	67	63
52	134	130	126	122	118	114	110	106	102	98	94	90	86	82	78	74	70	66	62
51	133	129	125	121	117	113	109	105	101	97	93	89	85	81	77	73	69	65	61
50	132	128	124	120	116	112	108	104	100	96	92	88	84	80	76	72	68	64	60
49	127	123	119	115	111	107	103	99	95	91	87	83	79	75	71	67	63	59	55
48	126	122	118	114	110	106	102	98	94	90	86	82	78	74	70	66	62	58	54
47	125	121	117	113	109	105	101	97	93	89	85	81	77	73	69	65	61	57	53
46	124	120	116	112	108	104	100	96	92	88	84	80	76	72	68	64	60	56	52
45	123	119	115	111	107	103	99	95	91	87	83	79	75	71	67	63	59	55	51
44	118	114	110	106	102	98	94	90	86	82	78	74	70	66	62	58	54	50	46
43	117	113	109	105	101	97	93	89	85	81	77	73	69	65	61	57	53	49	45
42	116	112	108	104	100	96	92	88	84	80	76	72	68	64	60	56	52	48	44
41	115	111	107	103	99	95	91	87	83	79	75	71	67	63	59	55	51	47	43
40	114	110	106	102	98	94	90	86	82	78	74	70	66	62	58	54	50	46	42
39	109	105	101	97	93	89	85	81	77	73	69	65	61	57	53	49	45	41	37
38	108	104	100	96	92	88	84	80	76	72	68	64	60	56	52	48	44	40	36
37	107	103	99	95	91	87	83	79	75	71	67	63	59	55	51	47	43	39	35
36	106	102	98	94	90	86	82	78	74	70	66	62	58	54	50	46	42	38	34
35	105	101	97	93	89	85	81	77	73	69	65	61	57	53	49	45	41	37	33
34	100	96	92	88	84	80	76	72	68	64	60	56	52	48	44	40	36	32	28
33	99	95	91	87	83	79	75	71	67	63	59	55	51	47	43	39	35	31	27
32	98	94	90	86	82	78	74	70	66	62	58	54	50	46	42	38	34	30	26
31	97	93	89	85	81	77	73	69	65	61	57	53	49	45	41	37	33	29	25
30	96	92	88	84	80	76	72	68	64	60	56	52	48	44	40	36	32	28	24
29	91	87	83	79	75	71	67	63	59	55	51	47	43	39	35	31	27	23	19
28	90	86	82	78	74	70	66	62	58	54	50	46	42	38	34	30	26	22	18
27	89	85	81	77	73	69	65	61	57	53	49	45	41	37	33	29	25	21	17
26	88	84	80	76	72	68	64	60	56	52	48	44	40	36	32	28	24	20	16
25	87	83	79	75	71	67	63	59	55	51	47	43	39	35	31	27	23	19	15
24	82	78	74	70	66	62	58	54	50	46	42	38	34	30	26	22	18	14	10
23	81	77	73	69	65	61	57	53	49	45	41	37	33	29	25	21	17	13	9
22	80	76	72	68	64	60	56	52	48	44	40	36	32	28	24	20	16	12	8
21	79	75	71	67	63	59	55	51	47	43	39	35	31	27	23	19	15	11	7
20	78	74	70	66	62	58	54	50	46	42	38	34	30	26	22	18	14	10	6
19	73	69	65	61	57	53	49	45	41	37	33	29	25	21	17	13	9	5	1
18	72	68	64	60	56	52	48	44	40	36	32	28	24	20	16	12	8	4	0
17	71	67	63	59	55	51	47	43	39	35	31	27	23	19	15	11	7	3	0
16	70	66	62	58	54	50	46	42	38	34	30	26	22	18	14	10	6	2	0
15	69	65	61	57	53	49	45	41	37	33	29	25	21	17	13	9	5	1	0
14	64	60	56	52	48	44	40	36	32	28	24	20	16	12	8	4	0	0	0

To extend scale beyond 18 errors:

1. Add 1 for each point increased in net rate.
2. Subtract 4 for each error.
3. Deduct 5 after each group of 5 vertically.

Basic Score

887 = 70

COMMERCIAL CURRICULUM CENTER
Cleveland Public Schools
Cleveland, Ohio

Typing III
Net Score Sheet
Based upon 15-minute tests

Errors 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

70	144	141	138	135	132	129	126	123	120	117	114	111	108	105	102	99	96	93	90	87	84
69	140	137	134	131	128	125	122	119	116	113	110	107	104	101	98	95	92	89	86	83	80
68	139	136	133	130	127	124	121	118	115	112	109	106	103	100	97	94	91	88	85	82	79
67	138	135	132	129	126	123	120	117	114	111	108	105	102	99	96	93	90	87	84	81	78
66	137	134	131	128	125	122	119	116	113	110	107	104	101	98	95	92	89	86	83	80	77
65	136	133	130	127	124	121	118	115	112	109	106	103	100	97	94	91	88	85	82	79	76
64	132	129	126	123	120	117	114	111	108	105	102	99	96	93	90	87	84	81	78	75	72
63	131	128	125	122	119	116	113	110	107	104	101	98	95	92	89	86	83	80	77	74	71
62	130	127	124	121	118	115	112	109	106	103	100	97	94	91	88	85	82	79	76	73	70
61	129	126	123	120	117	114	111	108	105	102	99	96	93	90	87	84	81	78	75	72	69
60	128	125	122	119	116	113	110	107	104	101	98	95	92	89	86	83	80	77	74	71	68
59	124	121	118	115	112	109	106	103	100	97	94	91	88	85	82	79	76	73	70	67	64
58	123	120	117	114	111	108	105	102	99	96	93	90	87	84	81	78	75	72	69	66	63
57	122	119	116	113	110	107	104	101	98	95	92	89	86	83	80	77	74	71	68	65	62
56	121	118	115	112	109	106	103	100	97	94	91	88	85	82	79	76	73	70	67	64	61
55	120	117	114	111	108	105	102	99	96	93	90	87	84	81	78	75	72	69	66	63	60
54	116	113	110	107	104	101	98	95	92	89	86	83	80	77	74	71	68	65	62	59	56
53	115	112	109	106	103	100	97	94	91	88	85	82	79	76	73	70	67	64	61	58	55
52	114	111	108	105	102	99	96	93	90	87	84	81	78	75	72	69	66	63	60	57	54
51	113	110	107	104	101	98	95	92	89	86	83	80	77	74	71	68	65	62	59	56	53
50	112	109	106	103	100	97	94	91	88	85	82	79	76	73	70	67	64	61	58	55	52
49	108	105	102	99	96	93	90	87	84	81	78	75	72	69	66	63	60	57	54	51	48
48	107	104	101	98	95	92	89	86	83	80	77	74	71	68	65	62	59	56	53	50	47
47	106	103	100	97	94	91	88	85	82	79	76	73	70	67	64	61	58	55	52	49	46
46	105	102	99	96	93	90	87	84	81	78	75	72	69	66	63	60	57	54	51	48	45
45	104	101	98	95	92	89	86	83	80	77	74	71	68	65	62	59	56	53	50	47	44
44	100	97	94	91	88	85	82	79	76	73	70	67	64	61	58	55	52	49	46	43	40
43	99	96	93	90	87	84	81	78	75	72	69	66	63	60	57	54	51	48	45	42	39
42	98	95	92	89	86	83	80	77	74	71	68	65	62	59	56	53	50	47	44	41	38
41	97	94	91	88	85	82	79	76	73	70	67	64	61	58	55	52	49	46	43	40	37
40	96	93	90	87	84	81	78	75	72	69	66	63	60	57	54	51	48	45	42	39	36
39	92	89	86	83	80	77	74	71	68	65	62	59	56	53	50	47	44	41	38	35	32
38	91	88	85	82	79	76	73	70	67	64	61	58	55	52	49	46	43	40	37	34	31
37	90	87	84	81	78	75	72	69	66	63	60	57	54	51	48	45	42	39	36	33	30
36	89	86	83	80	77	74	71	68	65	62	59	56	53	50	47	44	41	38	35	32	29
35	88	85	82	79	76	73	70	67	64	61	58	55	52	49	46	43	40	37	34	31	28
34	84	81	78	75	72	69	66	63	60	57	54	51	48	45	42	39	36	33	30	27	24
33	83	80	77	74	71	68	65	62	59	56	53	50	47	44	41	38	35	32	29	26	23
32	82	79	76	73	70	67	64	61	58	55	52	49	46	43	40	37	34	31	28	25	22
31	81	78	75	72	69	66	63	60	57	54	51	48	45	42	39	36	33	30	27	24	21
30	80	77	74	71	68	65	62	59	56	53	50	47	44	41	38	35	32	29	26	23	20
29	76	73	70	67	64	61	58	55	52	49	46	43	40	37	34	31	28	25	22	19	16
28	75	72	69	66	63	60	57	54	51	48	45	42	39	36	33	30	27	24	21	18	15
27	74	71	68	65	62	59	56	53	50	47	44	41	38	35	32	29	26	23	20	17	14
26	73	70	67	64	61	58	55	52	49	46	43	40	37	34	31	28	25	22	19	16	13
25	72	69	66	63	60	57	54	51	48	45	42	39	36	33	30	27	24	21	18	15	12
24	68	65	62	59	56	53	50	47	44	41	38	35	32	29	26	23	20	17	14	11	8

To extend scale:

1. Add 1 for each point increased in net rate.

2. Subtract 3 for each error.

(Scale changes 4 points after each group of 5 vertically.)

COMPLETE INSTRUCTIONS FOR USING THE SCORE SHEETS ON PAGES 479-482 APPEAR ON PAGES 477 AND 478.

Basic Score
45⁹ = 70

COMMERCIAL CURRICULUM CENTER
Cleveland Public Schools
Cleveland, Ohio

Typing IV
Net Score Sheet
Based upon 15-minute tests

Errors	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
NWEM																					
79	149	146	143	140	137	134	131	128	125	122	119	116	113	110	107	104	101	98	95	92	89
78	148	145	142	139	136	133	130	127	124	121	118	115	112	109	106	103	100	97	94	91	88
77	147	144	141	138	135	132	129	126	123	120	117	114	111	108	105	102	99	96	93	90	87
76	146	143	140	137	134	131	128	125	122	119	116	113	110	107	104	101	98	95	92	89	86
75	145	142	139	136	133	130	127	124	121	118	115	112	109	106	103	100	97	94	91	88	85
74	141	138	135	132	129	126	123	120	117	114	111	108	105	102	99	96	93	90	87	84	81
73	140	137	134	131	128	125	122	119	116	113	110	107	104	101	98	95	92	89	86	83	80
72	139	136	133	130	127	124	121	118	115	112	109	106	103	100	97	94	91	88	85	82	79
71	138	135	132	129	126	123	120	117	114	111	108	105	102	99	96	93	90	87	84	81	78
70	137	134	131	128	125	122	119	116	113	110	107	104	101	98	95	92	89	86	83	80	77
69	133	130	127	124	121	118	115	112	109	106	103	100	97	94	91	88	85	82	79	76	73
68	132	129	126	123	120	117	114	111	108	105	102	99	96	93	90	87	84	81	78	75	72
67	131	128	125	122	119	116	113	110	107	104	101	98	95	92	89	86	83	80	77	74	71
66	130	127	124	121	118	115	112	109	106	103	100	97	94	91	88	85	82	79	76	73	70
65	129	126	123	120	117	114	111	108	105	102	99	96	93	90	87	84	81	78	75	72	69
64	125	122	119	116	113	110	107	104	101	98	95	92	89	86	83	80	77	74	71	68	65
63	124	121	118	115	112	109	106	103	100	97	94	91	88	85	82	79	76	73	70	67	64
62	123	120	117	114	111	108	105	102	99	96	93	90	87	84	81	78	75	72	69	66	63
61	122	119	116	113	110	107	104	101	98	95	92	89	86	83	80	77	74	71	68	65	62
60	121	118	115	112	109	106	103	100	97	94	91	88	85	82	79	76	73	70	67	64	61
59	117	114	111	108	105	102	99	96	93	90	87	84	81	78	75	72	69	66	63	60	57
58	116	113	110	107	104	101	98	95	92	89	86	83	80	77	74	71	68	65	62	59	56
57	115	112	109	106	103	100	97	94	91	88	85	82	79	76	73	70	67	64	61	58	55
56	114	111	108	105	102	99	96	93	90	87	84	81	78	75	72	69	66	63	60	57	54
55	113	110	107	104	101	98	95	92	89	86	83	80	77	74	71	68	65	62	59	56	53
54	109	106	103	100	97	94	91	88	85	82	79	76	73	70	67	64	61	58	55	52	49
53	108	105	102	99	96	93	90	87	84	81	78	75	72	69	66	63	60	57	54	51	48
52	107	104	101	98	95	92	89	86	83	80	77	74	71	68	65	62	59	56	53	50	47
51	106	103	100	97	94	91	88	85	82	79	76	73	70	67	64	61	58	55	52	49	46
50	105	102	99	96	93	90	87	84	81	78	75	72	69	66	63	60	57	54	51	48	45
49	101	98	95	92	89	86	83	80	77	74	71	68	65	62	59	56	53	50	47	44	41
48	100	97	94	91	88	85	82	79	76	73	70	67	64	61	58	55	52	49	46	43	40
47	99	96	93	90	87	84	81	78	75	72	69	66	63	60	57	54	51	48	45	42	39
46	98	95	92	89	86	83	80	77	74	71	68	65	62	59	56	53	50	47	44	41	38
45	97	94	91	88	85	82	79	76	73	70	67	64	61	58	55	52	49	46	43	40	37
44	93	90	87	84	81	78	75	72	69	66	63	60	57	54	51	48	45	42	39	36	33
43	92	89	86	83	80	77	74	71	68	65	62	59	56	53	50	47	44	41	38	35	32
42	91	88	85	82	79	76	73	70	67	64	61	58	55	52	49	46	43	40	37	34	31
41	90	87	84	81	78	75	72	69	66	63	60	57	54	51	48	45	42	39	36	33	30
40	89	86	83	80	77	74	71	68	65	62	59	56	53	50	47	44	41	38	35	32	29
39	85	82	79	76	73	70	67	64	61	58	55	52	49	46	43	40	37	34	31	28	25
38	84	81	78	75	72	69	66	63	60	57	54	51	48	45	42	39	36	33	30	27	24
37	83	80	77	74	71	68	65	62	59	56	53	50	47	44	41	38	35	32	29	26	23
36	82	79	76	73	70	67	64	61	58	55	52	49	46	43	40	37	34	31	28	25	22
35	81	78	75	72	69	66	63	60	57	54	51	48	45	42	39	36	33	30	27	24	21
34	77	74	71	68	65	62	59	56	53	50	47	44	41	38	35	32	29	26	23	20	17
33	76	73	70	67	64	61	58	55	52	49	46	43	40	37	34	31	28	25	22	19	16
32	75	72	69	66	63	60	57	54	51	48	45	42	39	36	33	30	27	24	21	18	15
31	74	71	68	65	62	59	56	53	50	47	44	41	38	35	32	29	26	23	20	17	14
30	73	70	67	64	61	58	55	52	49	46	43	40	37	34	31	28	25	22	19	16	13

To extend scale:

1. Add 1 for each point increased in net rate.
2. Subtract 3 for each error.

(Scale changes 4 points after each group of 5 vertically.)

Helping Students Choose Their Jobs

SIDNEY and MARY EDLUND

No. 6 of the Man Marketing Clinic Series

ACCORDING to one compilation, there are over eighteen thousand occupations in the United States. How can the young person in school, who knows little of any of them, choose his vocation intelligently? It is difficult, but not as complex as it may seem at first.

Even as small children, we show traits that are useful in broad fields of work. One boy is always making things; he is quite handy with tools. We think of him, and sometimes he thinks of himself, as going into the manufacturing end of industry. Another young fellow is buying, selling, and trading his marbles and stamps; his assets seem to grow. He is an embryo merchant or salesman. A small girl is apt in showing other children how to play a game or to dress dolls. We say she seems to be a born teacher.

The human being is an adaptable animal. Most of us can do a number of jobs well, if we have the will. Although it may be desirable, it is not essential for the average young person to examine a very great variety of occupations in order to find some in which he may use his talents effectively.

To choose his work soundly, a young person should understand the requirements for some jobs or fields of work; he should appraise the opportunities in those fields; he should analyze his own qualifications. Then he can usually see where he can employ his talents. He can tentatively chart his course for several years ahead. He can intelligently choose his field and, often, the job he wants after he has his diploma.

For students who have no idea of what they want to do, we believe that the best initial sources for data on vocations are the people who are working. In the January issue of the *BUSINESS EDUCATION WORLD*, we reproduced the first assignment for the students in a school Man Marketing Clinic.

Each student was to ask five or more persons about their jobs; what kind of persons are likely to succeed best in their kind of work; what are the beginning jobs and their requirements. They were to make notes under job headings such as: bookkeeper, milk-route salesman, teacher, secretary.

Two weeks after this assignment was given, the students told each other their findings. Thus they all gained an idea of the kind of persons needed for many jobs. For the most part, their ideas were clear and well expressed.

For example, a girl had talked with the cashier of a bank. He said that one of their beginning jobs was filing. She reported that for such work an understanding of subject filing was desirable but not required. A methodical person was needed; a good memory would be very helpful. The important thing was to be able to find a letter when it was called for. The bank required high school graduates who could spell, punctuate, and write well. The girls chosen must have a good personality, since they would often have to serve officers of the bank. It was essential that they show real interest in their work.

A boy who had wanted to get into advertising had discussed this field with an experienced copy writer in a large advertising agency. He had learned that it was not usual for young people to go directly into advertising agencies from high school. He reported that the agencies recruited their young men from those who had selling experience or had worked on a newspaper or had served in the advertising department of a store or a manufacturing firm. He had been told that the young man who hoped to go far in advertising must have imagination; must be observing; must understand why people buy products and why they do not; and, of course, should be able to write.

He had inquired further about starting jobs and had been told that, if an agency did take a young fellow from high school, he would probably start as an errand boy. From then on, he would "have to eat and sleep advertising."

Another boy had talked with a man who worked in the planning department of a firm that fabricates steel. In that department they employed no boys direct from high school, but they had taken from the timekeeper's department two young men who had been unusually observing of the manufacturing operations and who had learned to read blueprints. The timekeeper's department sometimes took young men just out of school. They would have to be accurate, good at figures, quick to understand various manufacturing operations, and able to get along with other workers.

A nurse who was interviewed by one of the girls stressed, first, the specific training required; then some personal qualifications that were helpful. She said a nurse should have genuine sympathy for sick people, and great patience. She must be calm in an emergency, have stamina, and be willing to take orders. She should be observing and accurate.

Reports similar to these went on for nearly two school periods. A wide range of opportunities for young people was disclosed. Often several students knew about the same job, and all contributed to the discussion. Each job was discussed by the class, and additional points were added by them or by the vocational counselor. Most of the reports were interesting and informative, because the people interviewed were talking on the one subject they knew best—their work. Some of them were frank to say that they did not like their work. This made it evident to the students that it was advisable to make an effort at once to find a field in which they could really enjoy their work.

It was obvious to all that there are some qualifications that are desirable in nearly every job, such as interest in the work, dependability, loyalty, willingness to work hard, ability to fit smoothly into an organ-



MARY EDLUND



SIDNEY EDLUND

SIDNEY EDLUND heads a firm of business consultants and is founder and organizer of the Man Marketing Clinic. MARY EDLUND is co-author with him of *Pick Your Job—and Land It!* (Prentice-Hall) and a director of the Man Marketing Clinic.

ization. The students could see that these qualities are largely within their own control.

It was equally clear that other qualities are of peculiar importance in specific fields. For example, the salesman needs enthusiasm and persuasiveness; those who keep records need to be accurate and reasonably quick; the designer or architect must be able to look at a flat sketch or blueprint and see the finished product as it will be in three dimensions.

During this job clinic, the leader paused often to see whether the students could demonstrate that they had some of the qualifications discussed. He pointed out that seldom does an applicant have all the qualifications desirable for the job he wants. But he should have some of them—otherwise he should go after another kind of work, where his qualifications fit better.

Sometimes the demonstration of an important qualification was easily worked out; sometimes it was discovered only after a good deal of questioning. It was easy for some of the students to demonstrate that they are accurate: their excellent marks sufficed. It was simple for those who had been elected to student offices to indicate that they got along well with people.

It was more difficult for the girl who was told that a secretary should be able to take

responsibility, but who couldn't recall a single instance in her life when she had taken any responsibility, except to do her school work very well.

One of her classmates suggested that, since she couldn't demonstrate this quality, the next best thing would be to show an appreciation of its value and a determination to develop it. She could ask a prospective employer whether he wanted a secretary who was willing to take responsibility. If he did, she could say that she realized its importance, and would like to have the privilege of pointing out those letters that she felt able to answer without dictation. Most employers would, of course, be delighted at such initiative and the evident desire to shoulder responsibility, provided the employee had the capacity to justify such a plan—and this girl had.

Before this school Man Marketing Clinic started, a number of the students already had definite ideas of the kind of work they wanted to do after graduation. These were asked to interview people in that line; to study pertinent books, trade papers, or catalogues; to visit plants or stores in the field. They thus gained a better understanding of the work in which they were interested, and the class discussion served to crystallize their vocational thinking.

Their next assignment was to list all the qualifications desirable for the jobs they wanted, and opposite each the evidence to demonstrate that they had this asset.

The students who did not have any job preference were given a list of many qualities desirable in business and industry. Opposite these qualities each student checked his own estimate under the headings: excellent, good, average, fair, or poor. He also noted the best evidence he could give to demonstrate that he possessed that quality in fair degree. When he had the opportunity, aptitude tests were used to guide his thinking.

A similar list was checked independently by parents or a good friend of the family and by the vocational counselor or teacher who knew the pupil best. This checking served to help the pupil evaluate better his own qualifications. And as he came to un-

derstand the qualifications needed in many jobs, he was likely to see where he might serve well.

After the first and second meetings of the Man Marketing Clinic, some of the participating teachers spoke of the increased interest their students were showing in work and in specific jobs. That, after all, is the object of a school Man Marketing Clinic—to stimulate interest and action among students in working out their own job problems.

[The first article of the present series was published in the September, 1940, issue of the B. E. W. In the March issue, the Edlunds will give examples of how a school Man Marketing Clinic helps students to point their qualifications and experiences to the jobs they want.]

CHARLES O. PACE, cofounder of Pace Institute in New York City, died in December, at the age of seventy-one. Mr. Pace was born in New Lexington, Ohio, the son of John F. Pace, a leader in the Ohio public school system.

Mr. Pace studied law while he was private secretary to the late Frank B. Kellogg and was admitted to the Ohio bar in 1897. He was the author of several law texts, written especially to provide training in law for men and women whose objective was accountancy for business rather than the actual practice of law.

In 1906 he and his brother, Homer S. Pace, founded the firm of Pace & Pace in New York. The enterprise, which engaged principally in educational work, was remarkably successful, and in a few years branches were established throughout the country. The firm was incorporated in 1933 under the name of Pace Institute. Under the presidency of Homer Pace, the Institute has become nationally famous as a school of accounting and business administration.

Charles Pace, whose home was in Suffern, New York, was a man of unusually broad interests. In addition to his educational and legal activities, he was president of the Ramapo Valley Publishing Company, publishers of the *Ramapo Valley Independent*, a weekly newspaper; he also founded and was the first president of the Lafayette Bank and Trust Company of Suffern, and was chairman of the board at the time of his death.

Besides his brother, Mr. Pace is survived by his wife, a son, and a granddaughter.

6,000 Most-Used Shorthand Forms

Selected from the Horn List of
"10,000 Words Most Commonly Used in Writing"

Classified by John Robert Gregg
According to the Lessons in the Gregg Shorthand Manual

THIS list, of which the first installment was published in the *BUSINESS EDUCATION WORLD* for January (pages 381-386), contains the 6,000 stenographically useful words from the famous Horn list of the "10,000 Words Most Commonly Used in Writing." The omissions represent words that are distinctly nonbusiness words, or words that are derivatives offering no stenographic difficulty—forms in *-ing*, etc. Among the sources of the original list were at least 1,593,292 words of running material of a business nature.

The entry 4 *acre* means that *acre* is in the fourth thousand in order of frequency in the entire list of 10,000. If pupils will not have time to practice all the words included in a given section, they may be given only those words coming within a set frequency range as indicated by the number in front of each word.

The unit and paragraph number from the Anniversary Edition of the *Gregg Shorthand Manual*, are given immediately at the head of each division of the list.

CHAPTER 7

III

UNIT 7

¶ 65

Short O

10 abolish	6 mahogany	2 volume	2 raw	4 chosen	2 hotel
10 allotted	9 mock	AW	5 salt	10 cloak	7 joking
2 block	2 model	3 abroad	8 sauce	1 close	1 know
9 blockade	9 monopoly	7 applause	1 saw	5 closer	6 kodak
8 blot	6 mop	8 ashore	4 sought	7 clover	2 load
7 bonnet	7 nod	10 assault	5 straw	3 coach	6 loaf
3 bottle	3 occur	10 auction	6 strawberries	3 coast	1 low
6 bottles	8 occurrence	6 audit	1 talk	2 coat	3 lowest
1 box	3 odd	8 auspices	1 talked	9 cocoa	8 meadow
7 chop	1 off	2 ball	3 taught	5 code	9 melody
10 closets	5 offset	8 bores	8 vault	7 cozy	6 mode
2 coffee	1 often	1 bought	4 withdraw	8 crochet	9 mosquito
6 copper	2 operation	4 broad	6 wrought	7 ditto	2 motion
9 dock	7 option	10 broadcasting	Long O	6 dose	6 motto
7 dodge	9 plot	1 brought	8 abode	8 dough	4 narrow
10 dotted	3 pocket	2 caught	8 afloat	2 drove	1 no
7 flock	9 polish	5 caution	6 arose	7 echo	7 notary
6 hop	7 pongee	10 chalk	10 arrow	7 emotion	1 note
7 hospitals	4 possess	5 clause	2 auto	9 episode	1 notice
8 hostile	6 possessed	2 cross	9 backbone	7 floating	10 oak
1 hot	9 remodeling	2 draw	10 banjo	7 flow	10 oatmeal
1 job	7 rob	9 faucet	3 blow	8 fork	1 open
6 jobber	9 rocker	10 fraud	9 boast	6 froze	2 owe
8 knocking	8 rocky	9 gauze	2 boat	5 frozen	5 owed
7 knot	7 rods	10 haughty	4 bolts	7 glow	9 pillows
8 lobby	8 shocking	1 law	5 bone	7 groceries	9 poker
4 lock	2 shop	1 ought	3 borrow	3 gross	4 pole
8 locker	9 sock	5 pause	5 bow	7 grove	6 police
7 locks	3 soft	9 precaution	6 bowl	2 grow	7 pony
			2 broke	10 harrow	8 pork
			2 broken	6 heroes	2 portion
			9 broker	6 heroic	9 pose
			8 chauffeur	1 hope	1 post
			10 choke	3 hose	4 posted
			5 chose	8 host	3 potatoes
				7 hostess	3 poultry

7 pour
 3 protection
 5 remote
 1 road
 6 roast
 9 robe
 4 rode
 5 rope
 5 rose
 8 rosy
 7 rotary
 5 row
 9 scope
 2 sew
 5 sewed
 6 shadows
 9 shallow
 1 show
 2 showed
 1 shown
 9 slogan
 9 slope
 2 slow
 3 smoke
 1 so
 9 soak
 4 soap
 10 soda
 8 sofa
 5 sole
 5 solicit
 6 solicited
 8 stoves
 5 stroke
 7 toast
 7 token
 10 veto
 10 vogue
 9 volition
 7 volt
 1 wrote
 4 zero
 7 zone

UNIT 7

¶ 67

N

1 alone
 5 blown
 16 bronze
 10 donate
 2 drawn
 10 flown
 3 grown
 8 honorary
 1 known
 7 launch
 2 loan
 7 lone
 4 nonsense
 1 on
 7 onto
 1 own
 3 stone
 1 thereon
 4 tone
 8 tonic
 6 withdrawn
 6 comb
 8 dome
 10 dominate
 1 home
 7 homestead
 7 nominal
 8 nominate
 4 omit
 9 cork
 9 corridor
 10 corset
 1 door
 7 drawer
 10 growers
 6 horn
 6 ignore
 10 laurel
 2 lower
 6 memorial
 2 nor
 1 or
 7 oral
 3 orange
 6 oranges
 7 origin
 10 originated
 8 originating
 9 roar
 3 score
 1 store
 4 torn
 2 coal
 10 collapse
 3 collar
 1 college
 9 collision
 8 crawl
 6 goal
 2 hall
 9 halt
 4 haul
 3 hole
 6 hollow
 8 olive
 7 pay roll
 3 roll
 7 roller
 9 scrawl
 8 stole
 6 stolen
 4 tall
 10 trolley

M

R

L

1 whole
 5 wholesome

UNIT 7

¶ 69

3 belief
 1 believe
 5 believes
 1 call
 1 called
 5 coarse
 1 course
 3 courses
 1 doctor
 7 duration
 1 during
 2 estate
 1 general
 1 girl
 1 glad
 10 gladden
 5 gladness
 1 order
 1 ordered
 1 possible
 1 possibly
 1 purpose
 2 recall
 8 recalled
 1 receive
 1 received
 10 recourse
 1 several
 1 situation
 1 small
 6 smallest
 4 so-called
 1 state
 1 stated
 9 statesman
 1 told
 1 upon
 1 want
 1 wanted
 1 went

UNIT 8

¶ 71

1. Before

7 arch
 1 arm
 4 earn
 5 earned
 1 hard
 9 hardy
 3 harm
 4 harmony
 6 harness
 8 harsh
 1 heard

9 heartiest
 4 hearty
 8 herd

2. After

8 adhere
 5 auditor
 8 banner
 10 beginner
 1 better
 5 bitter
 8 bitterness
 8 broader
 8 carburetor
 3 cashier
 5 cedar
 2 chair
 2 chapter
 6 cleaner
 2 dare
 2 daughter
 4 debtor
 3 editor
 5 elevator
 5 factor
 6 faster
 10 feeder
 8 flattery
 10 ginger
 7 hammer
 4 harder
 6 heater
 2 honor
 8 hosiery
 10 hotter
 6 janitor
 6 ladder
 1 later
 1 latter
 6 laughter
 4 leader
 5 ledger
 4 major
 1 manner
 2 mere
 8 meter
 2 motor
 1 near
 3 nearest
 8 odor
 5 oftener
 3 owner
 5 partner
 9 pitcher
 7 plaster
 9 poster
 4 reader
 2 register
 2 share
 6 shelter
 4 tear
 10 veneer

3. Between

5 dared

6 dirt
 3 dirty
 6 flattered
 3 registered
 6 scattered
 7 shattered
 1 start
 1 started
 9 starter
 9 startling
 5 starts

UNIT 8

¶ 72

1 church
 2 hurt
 10 murmur
 3 urge

UNIT 8

¶ 74

9 beginners
 3 chairs
 7 chapters
 9 dares
 8 editors
 8 factors
 6 honors
 6 leaders
 3 manners
 6 motors
 5 owners
 7 partners
 7 posters
 4 readers
 9 registers
 3 sisters
 4 stairs
 1 teachers
 3 visitors

UNIT 8

¶ 75

1 above
 1 become
 1 book
 8 bookcase
 4 booked
 2 booklet
 3 capital
 1 children
 2 collect
 1 collection
 1 company
 1 deal
 7 deals
 1 dear
 1 dearest
 1 either
 2 importance
 1 important

1 keep
 1 kept
 1 love
 2 loved
 1 necessary
 1 opinion
 10 pocketbook
 3 preparation
 7 preparatory
 2 prepare
 1 rather
 1 real
 5 recollect
 9 recollections
 1 regard
 3 regardless
 1 subject
 1 together
 1 yesterday

UNIT 8

¶ 76

1. Disjoined

3 dealer
 3 dealers
 4 nearer
 5 publisher
 9 teller
 5 worker
 4 workers

2. Joined

4 bigger
 7 caller
 6 collector
 2 greater
 3 lover
 4 receiver
 3 smaller

3. Circle

2 former
 2 sooner

UNIT 9

¶ 78

O

1 although
 3 author
 1 both
 2 cloth
 4 growth
 10 moth
 8 oath
 10 thaw
 1 though
 1 thought

R

9 berth
 4 birth

4 breath
6 breathe
2 earth
9 mirth
10 thirsty
4 thread
10 threat
9 thrift
4 thrill
6 thrills
8 throne
3 throw
4 thrown
10 wrath
9 wreath

L

1 health
5 healthy
9 lath
8 lathe
5 wealth
6 wealthy

Elsewhere

3 bath
8 bathe
10 bathrobe
7 beneath
10 breadth
6 depth
9 epithet
9 ethics
2 faith
3 forth
6 forthcoming
10 henceforth
2 method
1 months
5 path
3 teeth
7 theaters
9 theft
4 theme

4 thence
4 thick
10 thickness
8 thief
9 thieves
3 thin

UNIT 9

§ 80

Con

7 conceal
10 concede
6 concession
3 concrete
9 concur
5 confer
2 conference
7 conferences
6 confession
8 congestion
7 conquer
6 consignee
5 consolidated
2 convention
9 conventional
5 convey
4 convince

Com

5 compel
4 compensation
8 complex
6 complexion
8 comprehension

Coun

1 account
6 accounted
2 council
1 county

Can

9 candid
9 candidacy
4 candidate
6 candle
10 candor
2 candy

Ly

5 barely
10 bravely
5 briefly
7 calmly
10 cheaply
4 chiefly
3 closely
3 deeply
7 eagerly
1 early
8 evenly
2 fairly
2 generally
2 gladly
9 gravely
1 greatly
1 hardly
6 homely
10 hourly
8 hurriedly
5 immensely
7 keenly
2 lately
8 loveliest
8 loveliness
1 lovely
5 mainly
2 monthly
3 mostly
10 neatly
1 only
5 openly
5 orderly
3 partly
4 plainly
5 presently

9 publicly
7 purposely
3 rapidly
5 rarely
6 sadly
3 safely
6 severely
6 sickly
4 slowly
7 solemnly
9 sorely
8 stately
7 timely
9 vainly
7 vastly
10 vividly
3 wholly

Ily

9 busily
2 easily
1 family
4 happily
6 hastily
3 heartily
6 heavily
8 luckily
3 necessarily
8 prettily
2 readily
4 steadily

Ally

7 essentially
7 formally
8 legally
4 locally
4 materially
7 mentally
7 morally
9 nationally
6 partially
7 socially
5 totally

UNIT 9

§ 81

6 comedy
6 comic
4 commence
6 commend
3 comment
3 commerce
6 commit
4 committed
9 commodity
1 common
7 commonly
5 commonplace
9 comrade

UNIT 9

§ 82

7 bitterly
2 daily
6 dearly
3 formerly
4 freely
2 likely
2 merely
3 namely
1 nearly
1 really

UNIT 9

§ 83

5 booklets
4 families
2 favors
1 letters
2 names
1 regards

UNIT 9

§ 88

1 agree

1 already
1 ask
1 asked
1 committee
3 complain
2 complaint
1 complete
4 completion
4 employ
5 employee
6 employer
1 express
2 expression
10 expressive
10 expressly
1 floor
4 flour
3 flower
1 future
1 immediate
1 knowledge
1 office
3 officer
2 official
7 officially
3 represent
5 representa-
tion
3 represented
1 send
1 speak
4 speaker
1 special
7 specialist
6 specialty
2 speech
4 valuation
1 value
2 weak
7 weaken
10 weakling
4 weakness
1 week
1 weeks

SPEAKERS AND PANEL LEADERS of national reputation will participate at the annual state conference of the Federated Business Teachers' Association of California, which will be held April 7 and 8 in Oakland, with headquarters at the Hotel Leamington.

A meeting of unusual professional merit is insured by the response already received from speakers contacted, according to program chairman W. E. Clayton, head of the commercial department at Oakland Technical High School, who states that he soon will be able to announce the complete tentative program.

General chairman for the conference is George J. Burkhard, Berkeley, president of the

Bay Section of the Association. Other members of the central committee, appointed by Leonard Sims of Selma Union High School, the Association's president, include Harry C. Eckhoff, head of the business department, Fremont High School, Oakland, exhibit chairman; A. L. McMillan, High School of Commerce, San Francisco, publicity chairman; and Miss Maribel Shimmin, Sequoia Union High School, Redwood City, entertainment chairman.

Interest already shown by book and equipment firms insures the conference a large and comprehensive exhibit of teacher aids. Several unusual entertainment features are also promised.

The Approach to Accounting

GEORGE THOMAS WALKER and JAMES T. JOHNSON

PROBABLY no phase of the teaching of accounting has been so much discussed as the approach. Virtually every teacher in the field follows rather closely one of the somewhat standardized approaches to the subject or has developed a hybrid "pet" approach of his own. The methodology of teaching is always discussed wherever teachers gather for formal or informal meetings. As a consequence of this volume of discussion by accounting teachers, much has been heard and written about at least five methods of approach:

1. The journal approach
2. The ledger approach
3. The books-of-original-entry approach
4. The balance-sheet approach
5. The equation approach¹

The advantages and disadvantages of each of these methods have been described and argued in various treatises too numerous to mention, and in most instances the pros have been well balanced off by the cons, or vice versa. When the journal approach was being displaced by the account approach, the account approach by the books-of-original-entry approach, the books-of-original-entry approach by the balance-sheet approach, and the balance-sheet approach by the equation approach, there was (and still is) considerable disagreement as to which is the best approach to the subject.

The preceding enumeration of the approaches represents essentially the transition of the approaches up to the present time. No doubt the equation approach—or, if one prefers, the balance-sheet-and-equation approach—is used in more schools now than any other approach. This fact, however, is not necessarily proof that the equation approach is better than one or more of the others. On the other hand, it does show that teachers have always been particularly concerned with the development and or-

ganization of teaching methods and materials.

Probably, it does mean that we have discarded in each transitional period a fairly satisfactory approach in favor of a newer and more satisfactory approach. Granting this, it appears that the arguments over the merits and demerits of the various approaches have been formulated without taking cognizance of a very important consideration—the teacher. *The degree of success of the teaching method or approach depends almost wholly on the teacher using it.* Without doubt, most certified public accountants of today obtained just as sound a foundation in the principles of accounting by way of the journal or account approaches as students are now obtaining by way of the balance-sheet or equation approaches. Or, stated differently, there is no doubt that some of us are leading our students in memorizing rules and techniques just as was the case when the journal and account approaches were in vogue.²

¹ As proof of this, an article entitled "Practical Suggestions on the Teaching of Bookkeeping" may be cited. One suggestion or memory aid read as follows:

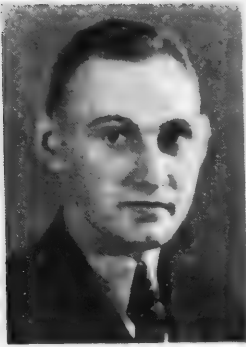
"Whenever an accrual confronts a pupil, he should ask himself, 'Is this an accrued asset or an accrued liability?' Then comes his reply, 'It is an accrued asset; debit accrued asset account, credit income account,' or 'It is an accrued liability; debit the expense account, credit the accrued liability account.'

"A handy way to remember this is to use the fingers of the left hand as follows:

Point to	Say
Index	Accrued Interest Income
	to
Middle	Interest Income:
Ring	Interest Cost
	to
Little	Accrued Interest Cost.'

"By having pupils drill repeatedly on this on the left hand, the knowledge becomes fixed. Read the fingers in the reverse order and you have the correct reversing entries. Thorough drill by this method will mean almost entire absence of errors in adjusting accruals and in reversing the entries later."—Seymour B. Everts, *The Journal of Business Education*, October, 1933, page 17.

² Some teachers think of this approach as the balance-sheet-and-equation approach.



GEORGE T. WALKER

ABOUT THE AUTHORS

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It will be recalled that the chief charge against these approaches (journal and account) was that the learning process consisted of the memorization of certain rules and the mechanical application of these rules to problems similar to those illustrated in the text. The idea was usually expressed about as follows:

Bookkeeping teachers began to see this time that too much emphasis had previously been placed upon the mechanical aspect of bookkeeping. That is, the student learned to classify and record but he neglected presentation and interpretation. He did not understand that the knowledge of bookkeeping might aid him in controlling the business. The fact that emphasis was placed upon the wrong phases of bookkeeping and accounting was not the fault of the teacher but rather the fault of the methods used in presenting the subject. The fact that the business world was calling for men who could interpret financial data—not merely record it—indicated that bookkeeping would not have to be taught from a new angle.³

Now, considering this point of view, it may be asked if it is possible to neglect the "interpretation" of records when using one of the present-day approaches. It is not only possible, but it is most probably the general outcome rather than the exception.

Approximately 40 per cent of the authors' students in freshman accounting have had at least one year of bookkeeping in high school. Most of these students can make the proper entries, but they have little or no conception of *why* the entries are made; and the problem of interpretation is usually foreign to them.

Does this mean that the equation approach (they studied a text written from this approach) is bad? We think not. It does indicate clearly that emphasis was placed on the recording aspects of the subject, if anywhere, rather than on the "why" of the recording and the ultimate effect of the transactions.

Is it necessary to ask which is at fault, the approach or the teacher? Again, hardly may it be said that the fault is with the method and not with the teacher.

In the authors' opinion, the approach—as known in accounting—does not influence and has not influenced greatly the emphasis on certain aspects of the subject. It is possible to—and far too many teachers do—emphasize only the recording aspects when using the equation approach just as if the account or some other approach were being used. Likewise, there is no reason why emphasis cannot be placed on the interpretation of the records regardless of the approach to the subject.

³ Raymond V. Credit, "Evolution of the Bookkeeping Approach," *The Balance Sheet*, February, 1929, page 180.

The approach *probably* has no influence on the ultimate accomplishments in the course, because the approach is soon forgotten in the details that follow almost immediately after the introduction. Regardless of which approach is followed, all of them must merge early in the course—perhaps within three or four weeks. During this introductory period, but little real emphasis can be placed on the ultimate goals of accounting—the recording of business transactions and their summarization and interpretation. Therefore, the ultimate points of emphasis are a responsibility of the teacher and are not directly attached to a particular method of approach.

The conclusion must be that the emphasis has been misplaced when the advantages and disadvantages of new approaches are so thoroughly discussed. When either of the approaches is not handled skillfully, the desired outcomes are not forthcoming.

Or, stated positively, either of the approaches is satisfactory *if* the teacher is well trained in the field of accounting, has adequate teaching materials, and conscientiously tries to teach the subject matter and its applications.

Thus, the two variable vitalizing factors are the teacher and the text materials, the most important by far being the teacher. If he has failed to *teach* the principles of accounting—insufficient emphasis being placed on recording, summarizing, and interpreting—he must shoulder the blame. Failure is not due to the approach or to poor text materials. Of course, poor text materials may handicap the progress of the students; but if the teacher is well qualified and conscientious, failure cannot be the result.

Some Reasons for Unsatisfactory Results

One rather suspects that many teachers have been slaves to the "book" approach and, as individual teachers, have given but little thought to the methods of presenting the subject and its ultimate goals. By "book" approach we mean that far too many teachers have been teaching accounting essentially as a laboratory course, solving only the problems given in the text, using as a guide the textbook illustrations; and plac-

ing almost no emphasis on the reasons for the transactions and entries and the varying procedures that may be encountered in practice.

Some reasons for contentment in following this path of least resistance are obvious. First, in many states the teacher of bookkeeping or accounting has a very slight knowledge of the subject and very little insight into how and why business is carried on. In some states, the bookkeeping teacher need not have had more than a one-year course himself; and in many states, if not in a majority, not more than two years' work is required in qualifying to teach the subject.

Naturally, there is not much that these teachers can do but follow the text rather closely—unless they have had actual bookkeeping experience or have had a thorough course in the methods of teaching bookkeeping.

For example, one cannot teach adjusting entries to advantage if one knows only one method of presenting the problem. It must be remembered that there is no one best method that fits all situations; so, if a teacher is to be able to handle unforeseen circumstances in an intelligent manner and to the advantage of the student, he must know much more than is between the covers of a given text. Teacher-training institutions and state departments of education should co-operate in raising the certification standards for accounting teachers. This step would do more than any other one thing to vitalize the subject.

Second, not everyone who is trying to take life easy is on the list of unemployed. Of course, it takes much less energy to assign problems to be worked during the class hour, referring the students to particular illustrations in the text when they encounter difficulties, than it does to present material and examples in addition to those in the text, laying stress on the best procedures and why they are best. Adequate discussion and emphasis are not given to the reasoning behind these varying procedures in the very best texts on the market. Then, too, it takes less energy to use objective tests supplied by publishing companies than to prepare more life-

like problem examinations for one's own classes.

Frankly, accounting teachers as a group have been leaning on their shovels (textbooks, objective tests, and other ready-made teaching aids) for a long time. There are some excellent textbooks, tests, and other teaching aids available, but using these devices exclusively does not make for the best teaching.

This situation could be remedied from within, but it seems that most persons are hesitant about getting out of a "rut" once they are in it. A state supervisor of business education, a member of his staff, or some other qualified supervisor or department head should be in a position to bring about the desired results.

The other variable, the textbook and supplementary materials, is not nearly so important a vitalizing agent as the teacher. Quite naturally, some texts are better adapted for certain courses than others. Therefore, care should be exercised in selecting these materials. Even after the best text materials available are in use, however, the teacher will, or should, find a need for supplementary subject matter and problems. Given procedures shortly become antiquated. Hence, it is incumbent upon the teacher of accounting to assemble and digest many up-to-date illustrative documents, new business forms, and new laws and rulings affecting business enterprises. Original problems should supplement those given in the text.

Our plea is not for or against any particular accounting approach. It simply appears to us that we have been arguing through these many years about a relatively unimportant matter. The teacher is the real key to a worth-while accounting course, and giving more thought to his qualifications and responsibilities will pay valuable dividends.

[EDITOR'S NOTE—The foregoing article on the approach to accounting was not an entry in the B.E.W.'s lesson-plan contest for teachers, on the approach to bookkeeping for beginners, which was announced in the December, 1940, issue. Winners in this contest are announced elsewhere in this, the February issue.]

PI Rho Zeta International has chosen Pittsburgh for the location of its biennial conclave, to be held in June, 1941.

The Duplication of Copyrighted Material

DO you know that, under the law, typing or mimeographing is considered printing? Therefore, the duplication of a published work by such means lays one open to suit for the violation of copyright, which is a serious offense against United States law, being punishable with fines beginning at \$100, plus minimum damages of \$250.

With the present tendency toward using mimeographed material in the classroom, there is a great temptation for the teacher to include summaries and quotations of books when the treatment is particularly pertinent.

An interesting and well-documented study of this whole subject, "A Re-examination of Literary Piracy," has been made by Frank R. Miller of the State University of Iowa, for inclusion in a recently published *Third Copyright Law Symposium* prepared under the supervision of the American Society of Composers, Authors and Publishers.

The following case history is given:¹

The defendant, a teacher, used the book (a well-known text on economics) as a text for his class in economics. Most of the students had copies. For each class period, the teacher gave each student a typewritten page on which he had prepared a brief summary of the materials to be used in class. The sheets were not sold but merely loaned to the students with the understanding that they were to be returned. Occasional phrases were quoted verbatim. Certain chapters were "somewhat condensed . . . proof, modification, illustration, or application being disregarded."

The court held that the teacher had infringed plaintiff's copyright. The outlines went further than just to give "enough information to put the reader upon inquiry." Strangely enough, the court suggested that the outlines might beguile the student into believing that he could "get by" without the book itself. Though there was no actual injury to the sale of the book, there was a possibility of injury if the process were permitted, and, therefore, an injunction was issued. It was, of course, of no consequence that the material was being used for teaching purposes.

The entire study will repay careful reading.—E. L. H.

¹*Third Copyright Law Symposium*, American Society of Composers, Authors, and Publishers, page 21.



The Modern High School Program

6. Some Problems of Curriculum Reconstruction

WILLIAM R. ODELL, Ph.D.

THE five articles preceding this one constituted a unit and attempted to make clear, in the light of general-curriculum trends in the secondary field, what apparently lies ahead in the reconstruction of the commercial curriculum. That these changes are considerable and far-reaching, I am sure we must agree. It should be equally clear, however, that no one is competent to describe in detail with any great assurance the precise pattern of the ultimate secondary-school program or any segment of it that now is in the making. One can only sense directions and search for what appear to be sound principles that may serve as guideposts in our groping. This was done, though inadequately due to lack of space, in what has already been included in this series.

In the remaining articles we shall direct our attention to several more or less isolated problems that are conspicuous and troublesome in the whole project of re-making the high school curriculum. Each problem considered will be selected, however, because of its relevance to the field of commercial education and, as much as possible, will be discussed in those terms.

School Marking Systems

One of the most persistently troublesome problems in the high school field is that of the marking system to be used in reporting progress in educational activities to learners, parents, and others. Anyone looking for a heated argument from any assembled group of teachers can depend upon this topic as sure fire. And commercial teachers are no exception. If all the articles on

how to mark, in typewriting alone, for example, were gathered together, one would have enough material for a bonfire that could be seen for miles. There are doubtless some cynics who would believe this use of such articles to be a fine thing!

Actually, of course, most such discussions and articles oversimplify what really is a very complicated matter. And, what is even less often recognized, a grading system must grow out of and be based upon a carefully conceived philosophy that activates the instructional program of which the marking system is a part.

The matter of grading systems for high school subjects is directly related to a matter discussed at length in the preceding articles in this series. It is one important aspect of the difference that exists between the general-education program on the one hand and the specialized program on the other. Until this can be made clear to teachers generally, we shall continue to have the confusion and disagreements that exist on every hand.

A marking system that is consistent with the underlying philosophy of the general-education program will have to recognize that the basis of judging the success of an individual student in this area—the general-education area—is the extent to which that individual student has lived up to his individual potentialities in the particular learning being rated.

In this part of the program, success—hence, marks—is an individual affair different for each student. There is no such thing here as “a grade of A,” “coming up to standard,” “passing marks,” “minimum

essentials," "common knowledges and skills," and the like. Whether we prefer it or not, if we are to be consistent with our philosophy in this area, our marking system perforce must relate the achievements of each individual student with that individual's potentialities and report that relationship in some clear fashion. Success, in short, is to be judged on the basis of an internal criterion exclusively.

In contrast to this is the specialized educational program of the high school. Here success is to be judged on the basis of external and arbitrary criteria. Any student who wishes to enter the electrical-engineering course at the California Institute of Technology must meet certain prescribed requirements that have nothing to do with his having reached his own individual potentialities. Nor does his having "tried hard" or "done his best" or "had a fine attitude" suffice if his accomplishments are inadequate.

And, in the same way, any student who wishes to be a stenographer or a book-keeper or a machine operator should be expected to meet certain prescribed and external standards consistent with the respective requirements of these vocations. Accordingly, in this area—the specialized-education area—the establishment of "standards," the grade of "70 per cent," or of "A," and "failing to come up to standard" not only are justified but also actually are imposed by the basic philosophy of this area of the high school program.

The fact that two different marking systems are needed in a single school unit appears disconcerting and unduly complicated to most persons. But it need not be any more complicating than we choose to make it; and, from most any point of view, once the change has been made and understood, it would be much simpler than the marking system now in operation in most schools.

The difficulties that teachers have in using either an A, B, C system or a Pass-and-Fail system alone are well known to us all. And many schools have already found successful a combined grading system where the A, B, C system is reserved for the so-called "solid" subjects and a

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Pass-or-Fail system is used for physical education and other selected subjects. What is suggested here is simply that this combined grading plan be extended to its logical conclusion; that is, until all the general-education subjects are marked on the one basis and all the specialized subjects are marked on the other.

The implications of the foregoing to the commercial subjects should be obvious. It seems clear that all the controversy over the way in which marks in typewriting should be assigned arises out of a lack of clarity concerning whether that subject is a general-education or a specialized subject. My opinion is that it is, in most cases, a general-education subject on the lower levels—for the first semester surely, and possibly for the second. Beyond that, it should be handled as a specialized subject.

If this be true, the basis of judging student success, and hence the grading system, for the first semester needs to be different from that for subsequent semesters. Failure in the first semester would come almost entirely from an individual student's lack of effort; in later semesters, failure would occur when students do not reach the standards set for each successive semester.

Permission to enroll in the second semester of typewriting—if that be the point at which the specialized course begins—can, of course, be predicated upon typing skill already developed. That is quite different, however, from rating success of all students in first-semester typewriting upon that basis, and assigning marks thereupon.

The marking system used in the other commercial subjects is to be similarly decided. In those of the general-education type—say, junior business training, economic

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geography, etc.—one type of marking system is justified. In the specialized subjects—shorthand, most of bookkeeping, etc.—the other marking system is necessary. Until this is recognized and a consistent marking system is put into operation, we shall have to continue to read and to hear inadequately conceived proposals for one basis of marking or another for the various commercial subjects and for other subjects as well.

Specialized High School Curricula

A second troublesome problem in remaking the high school curriculum is the persistence of the idea that several well-defined specialized curricula should be offered in any given high school. These ordinarily are termed the college-preparatory, the commercial, the agricultural, the general, and the like.

There is little room for doubt that this pattern not only is outmoded but also actually represents a real impediment in the path of reconstructing the high school curriculum. The importance of this to those in the commercial field is quickly apparent when one recalls that almost always, where different curricula are recognized within a single high school program, at least one is called "commercial." It is not infrequent, in fact, to incorporate several different commercial curricula within a single high school; in the larger cities these may number as many as six or more.

The major criticism of establishing separate curricula in a high school program is that by so doing there is created the possibility of artificial values being assigned to the various curricula so that some be-

come more desirable or respectable than the others. It is my conviction that this is an inevitability rather than a possibility. Certain it is that thousands of students and their parents (and, if we want the truth of it, teachers, principals, and others) have a higher regard for the "college-preparatory" course than for any other.

The fact previously was pointed out that, with the bewildering array of "colleges" now available with almost every conceivable type of entrance requirement, the term "college-preparatory" curriculum or student is wholly meaningless. It runs the gamut of any type of ability or accomplishment anyone cares to mention.

To perpetuate a term that no longer is meaningful, when its use encourages students ill-advisedly to take certain traditionally revered subjects for which they are not suited, not only seems unjustified but actually stupid as well. For by so doing we continue a practice that not only has lost its significance but that also actually interferes with the full accomplishment of the present purpose of our educational enterprise.

The only defensible way in which to plan programs for high school students today is individual by individual or in groups where all students possess identical objectives. More meaningful terms than "college-preparatory" will be needed to distinguish between such groups, and the number of different groups will be so large that the old plan of a regularly established and named separate curriculum for each group becomes entirely impractical.

The second objection to the establishment of specialized curricula as ordinarily constituted is that it mixes both general-education and specialized courses. Thus, any typical curriculum that one selects for examination violates the thesis advanced heretofore—that clarification in our thinking can come only when we, at every turn, recognize the fundamental distinction that exists between the two areas of the program and keep the two separate in all our thinking and talking and writing.

The foregoing does not in any way imply that *course sequences* are not necessary and

desirable. The application of what was said is to the separation of curricula so called that encompass both general and specialized courses into what impliedly is a unified sequence, but which by the very nature of things is not and cannot be.

Grouping of High School Students

A third controversial matter that causes universal concern in all considerations of remaking the secondary-school curriculum is that of the ways in which students should be grouped so that high school instruction shall be most effective. There is much poor thinking in evidence on this point, and the whole matter has been badly confused by a misguided and sentimental concern over "the democratic process." The fact that gross abuses exist in grouping procedures as commonly practiced is no adequate excuse for the more or less popular acceptance that ability grouping for instructional purposes in high school is unjustifiable.

Admittedly, for a substantial part of the learnings ordinarily included in the high school program of today, individual instruction would be most effective. Equally certain is the fact that that is impossible. There seems to be no denying that, for such learnings, the next best thing would be to constitute learning groups so that those included are as nearly alike as possible. This would provide a group that presents as nearly as possible an individualized instruction plan where groups, of necessity, must be the basic teaching unit.

To those who object to this on the grounds that it is "undemocratic" to group on such a basis, one need but point out that such a plan faithfully carried into effect contemplates several different groupings for each student during a day or week or high school career.

To those who object on the basis of studies made of homogeneous grouping, which show no educational-outcome advantage as a result of the grouping and subsequent experimental teaching, let me point out that the fundamental concept of the purpose of homogeneous grouping of students has been violated by every such study that has come to my attention. The pur-

pose of such grouping, as I conceive it, is to facilitate the producing of *different* outcomes appropriate for students who are themselves different instead of, as is commonly supposed in such studies, to facilitate the accomplishment of the *same* result in students who are different. Studies based on the latter premise have no relevance to the real question at issue.

It should be pointed out in passing that the matter of grouping actually is a problem only in the general-education area; the matter of grouping is implicit and automatically cared for in the specialized area; in fact, the very essence of specialization is homogeneous grouping.

The High School Testing Program

The fourth and final problem that is troublesome in the high school curriculum-reorganization program is that of the relationship of the testing program to the instructional program.

If one reviews the history of the educational testing movement, one will recall the extent to which testing was administrator-inspired and imposed. As a result, teachers, to a large extent, have come to regard testing in general as an interruption of more important work; of testing as interfering with teaching; of testing as being different from instruction.

In all the effective curriculum-organization plans, a new attitude toward testing is emerging. Testing is again having its genesis in the teaching process; tests are being examined, selected, scored; and test results are being interpreted by teachers themselves. Teachers are even working together in groups to develop their own tests.

When seen in this light, testing begins to assume what many of the early enthusiasts saw in the movement but which was never fully realized in most school systems because of the procedures adopted to implement the testing program.

This last point bears closely on the matters that are to be discussed in the next article in this series.

[*The first article in this series appeared in the September, 1940, issue of the B. E. W.*]

Student Teachers' Department

Conducted by
MARION M. LAMB

*Not by fine words from books can we
Teach boys and girls what they should be;
The factor counting most each day
Is what we are—not what we say!*



THE HOME ROOM

CALVIN COOLIDGE once said, "We do not need more material development; we need more spiritual development. We do not need more intellectual power; we need more culture. We do not need more law; we need more religion. We do not need more of the things that are seen; we need more of the things that are unseen."¹

These things our schools have neglected until recently. We can no longer ignore the fact that the world has plenty of brilliant men, but not enough good men, and that it is up to the schools to develop in boys and girls something more than a superficial intellectualism that is the very antithesis of wholesome growth.

No matter what our personal experiences and observations of guidance programs may be, we surely will all agree that the old-type traditional curriculum, with sole emphasis upon mental discipline, cannot produce the type of men and women we need. That curriculum probably was inadequate even in the old days, when moral delinquencies and personal maladjustments could be blamed on the devil and remote ancestors, or charged off to the whims of an unpredictable Providence.

¹Sixth Yearbook of the Chicago Principals' Club, 1931.

²Harry C. McKown, *Home Room Guidance*. McGraw-Hill Book Company, New York, 1934.

Harry C. McKown² describes the results of the oldtype schooling:

An individual lives in physical, social, ethical, moral, civil, emotional, and spiritual relationships as well as in mental; and without suitable training in all of these, he is as incomplete, useless, and ludicrous as an automobile with important parts missing. Moreover, a development in one direction does not guarantee a satisfactory development in the others.

For instance, it is possible for the valedictorian of the senior class to have the honor of possessing the finest array of marks and still be offensive personally, dumb socially, vicious morally, weak spiritually, and a wreck physically. Is he educated? Hardly.

Today we juggle intelligence quotients with achievement scores and personality ratings in an attempt to learn fundamental facts about individual students. We have guidance directors and consulting psychiatrists, if we can afford them; we have extra-curricular activities and home-room programs; we offer personal interviews and counseling service; we even go skating and sled riding with students to get acquainted with them, so that we may help them to achieve the adjustments they must make to become civilized, responsible, and reasonably contented human beings.

True, these new developments have converted some of our high schools into nine-ring circuses where much is undertaken and little accomplished with any degree of

thoroughness; these developments have, in some cases, turned students and teachers into whirling dervishes trying to capture academic honors with one hand and social graces with the other.

This does not mean, however, that the new objectives should be discarded; it means that as our responsibilities increase we must have better planning and organization, more broadly trained teachers and administrators, better co-operation between administrators and teachers—for, make no mistake about it, it is upon the teachers that the weight of the guidance program falls, and most especially upon the home-room teachers.

To quote from the Report of the Committee on Guidance, National Association of Secondary School Principals:³

The home-room teacher functions in all phases of guidance. It is in this capacity that she comes to know each pupil in the room more intimately than any other teacher. She alone has the opportunity of knowing the pupil in all his relationships, his studies, his difficulties with teachers, his problems of discipline, his home conditions and environment, his associates in school and out, his attitudes, interests, and abilities. Therefore, whether the school be large or small, it is with the home-room teacher that the foundations of guidance must be laid.

The home room, therefore, is our topic for consideration this month. It is unlikely that you, as a beginning teacher, will be called upon to undertake the specialized tasks of a guidance director, for these duties call for special training, but it is not at all unlikely that you will have a home room of twenty-five or thirty students to direct during one or two home-room periods a week. Such an assignment calls for a little thought and some knowledge.

The Aim of the Home Room

We have learned that we cannot blame most of the virtues and vices of human beings upon nature. Children are not by birth courteous or discourteous; they acquire habits and concepts of courtesy and discourtesy through association. They must learn

³ *Guidance in Secondary Schools*, Report of the Committee on Guidance, National Association of Secondary School Principals, Bulletin 19, January, 1928.

from others the accepted traditions and customs of our social life before they can be expected to conform to them. Children must first understand, and then practice, good conduct.

Ideally, such training is given in the home, but we know that many children cannot look to their parents to help them in such matters, for the parents do not know. Therefore, the school must attempt to direct boys and girls into good habits of conduct and into constructive habits of thought.

It is in the home room that these ideals are discussed. Instruction in such personal phases of living calls for more personal, highly individualized, and perhaps more informal methods of procedure than we use in the classroom. Hence the special "home room" and the home-room adviser.

The adviser must keep before her the fact that, although the ultimate goal of the guidance program is self-guidance, we must be absolutely sure that students can discriminate between the qualities which society values and the qualities which society rejects before we expect them to become good citizens.

The Home-Room Schedule

The home room as an ideal concept is one thing; the home room in actual practice is often something quite different, usually because of inadequate organization and administration.

To quote Koos and Kefauver:⁴

Frequently, regular teachers have been given the special title of home-room adviser and assigned a group of students to guide. Without a clear conception as to what is involved in guidance, without training for the activities they must carry on, without supervisory assistance, and with only a few minutes a day to conduct these important activities, they conduct a travesty of any adequate conception of guidance.

Certainly in a school of any size there should be a guidance director, possibly assisted by a faculty committee, to plan and distribute the materials for home-room programs. The home-room programs should be scheduled at least a semester, and preferably a year, in advance to assist the home-

⁴ Koos and Kefauver, *Guidance in Secondary Schools*, The Macmillan Company, 1932.

room advisers, to guarantee at least an attempt at worth-while procedures, and to avoid possible duplication of programs from year to year.

For example, the following home-room schedule, devised by the Senior High School of Tulsa, Oklahoma, outlines thirty-six home-room topics, one for each week, for the four classes.

	Weeks
<i>Freshman Year:</i>	
Systematic study of the home-room manual...	30
School relations of boys and girls.....	6
<i>Sophomore Year:</i>	
Vocational survey of Tulsa.....	20
Home relations of boys and girls.....	4
Study of general behavior.....	6
Study of personal traits.....	6
<i>Junior Year:</i>	
Great constructive inventions, discoveries....	30
Dress and social behavior.....	6
<i>Senior Year:</i>	
Makers of the world's great ideals.....	30
Ethics of business and professional life....	6

It seems obvious that there should be some planning of the home-room schedule before teachers are assigned their home rooms for the year. If there is no such schedule in the school where you teach, however, and if materials are not assembled for, or distributed to, home-room advisers, there is no satisfactory alternative except to make a schedule for yourself and assemble your own materials for programs.

If you get into a school where home-room programming is well organized and where materials are provided for teachers, consider yourself lucky. You are among the fortunate few.

Materials for Home-Room Programs

You may have seasonal programs, based on anniversaries and holidays to be commemorated; you will have a few programs planned and presented by the members of the home room for entertainment only; but most of your programs will probably be "guidance" programs. It is not difficult to plan seasonal and entertainment programs, for ideas present themselves according to the calendar and the talents represented in the group. The guidance program, however, presents a serious problem for the teacher who wishes to have something both valuable

and interesting but who has had no experience in the guidance field.

The following aims, which can easily be translated into topics for programs, have been culled from McKown's *Home Room Guidance*, previously mentioned. The actual methods of presenting the topics—debates, quiz programs, question boxes, discussions, contests, plays—will depend upon the preferences of the home-room members, represented by their program committee and guided by the home-room adviser.

1. *Educational Guidance.* The student should know the history of his school, its aims, traditions, and records. He should know the general plan of the buildings, school rules and regulations, the courses offered and their objectives. He should appreciate the value and history of education and understand that he is working for himself in school. He should be led to examine possible causes for his failures and should analyze his achievements in terms of his ability.

2. *Vocational Guidance.* The student should understand the importance of vocational aim, the human being's fundamental need of work and purpose, the necessity of choosing a congenial occupation. He should learn the personal qualities needed for a successful career, sources of information concerning jobs, and the techniques to be employed when applying for a position.

3. *Moral and Ethical Guidance.* The student should discern the relationship between moral living and successful living; he should read the life histories of men and women whose lives illustrate constructive virtues turned to good account; he should hear stories told by members of the group concerning the need for high ideals in personal conduct; and he should be given opportunity to practice similar ideals in natural home-room situations.

4. *Good-Citizenship Guidance.* The student should know local history and local buildings; he should learn about the well-known men and women of the community; he should see the relationship between community relationships and national and international good will. He should seek ways to improve the community.

5. *Health Guidance.* Pupils should know what foods are needed for healthful living; they should know which habits lead to health, which habits destroy it, and why.

6. *Guidance in Manners and Courtesy.* Students should know the history of some of our customs; what comprises courtesy in the home, at school, in the community, in sports, in correspondence, in conversation, at meals. Rules of etiquette should be mastered.

7. *Guidance in Thrift.* Students should become acquainted with facts about earning, buying, saving and investing money, life insurance, care of clothing, giving, budgeting, saving time, thrift in use of school supplies.

8. *Recreational Guidance.* The student may widen his range of interests by finding out about other students' out-of-school interests, by learning the educational and entertainment value of hobbies, by seeing the interest of others in his own hobby, by reading and hearing of men whose hobbies have made them famous.

With this far from comprehensive list of suggestions, you will not find it too difficult to plan your home-room topics for a year in advance. Once you have made out your year's schedule, you will have something on which your home-room officers and program committee can build.

A Suggested Project

Schedule home-room program topics for a period of thirty-six weeks, one program a week, for a home room of thirty freshmen, seventeen of whom are boys. Add brief notes for each program concerning possible types of activity.

It is understood that this tentative schedule will be turned over to the program committee for possible revision and further development.

If you are at a loss as to how to proceed with this project, consult McKown's *Home Room Guidance*. The last section of this book has more suggestions for you than you can use.

A New Contest for Bookkeeping Teachers

Closing Date February 24

HERE is a chance for you to share your teaching experience, an opportunity to help some beginning teacher and perhaps at the same time earn an extra \$10 for yourself.

The BUSINESS EDUCATION WORLD would like to publish some of the best lesson plans obtainable for a beginning bookkeeping course. This magazine will award cash prizes for the best plans submitted.

The results of the first lesson-plan contest are announced on page 469.

The subject for this, the second lesson-plan contest, is the Profit and Loss Statement. All that you have to do to enter this contest is to send the Bookkeeping Editor a copy of the initial lesson plan that you use in teaching this statement.

Contest Rules

1. This contest is open to anyone who is teaching, or has taught, bookkeeping.

2. The lesson plan to be submitted shall cover the Profit and Loss Statement.

3. The plan may be either in outline or composition form, handwritten or typewritten on 8½ by 11 paper. Please use only one side of the paper and have generous margins.

4. There is no word limit. The only requirement in regard to content is that it *must be original*.

5. The contest will close February 24, and entries received after that date cannot be considered.

6. Address your entry to the Bookkeeping Editor, The BUSINESS EDUCATION WORLD, 270 Madison Avenue, New York City.

7. In the upper right-hand corner of the paper write your name, school, and address (street and number, city or town, state).

8. The winning plans submitted in this contest will be published in subsequent issues of the B.E.W.

9. Judges will be Milton Briggs, Clyde I. Blanchard, and Dr. R. Robert Rosenberg. Decisions of the judges will be final, and no entries can be returned.

10. The BUSINESS EDUCATION WORLD will award a first prize of \$10 and three additional prizes of \$2 each for the best plans submitted. In case of a tie, duplicate prizes will be awarded. All papers submitted become the property of the BUSINESS EDUCATION WORLD.

Why and How to Write a Script

Part 3

DOROTHY M. JOHNSON

WE ran out of space last month while we were still talking about ways of making transitions from one scene to another in that script you are going to prepare so that your own business students can shine in a broadcast for local listeners.

You can find out more about transitions by listening to radio programs than there is space to describe here, but some of the transition methods that you will want to keep in mind are fading, musical cues, and other sound effects.

Assume that you wish to change from the present to the past during a conversation. One of your performers, let us say, is Henrietta Thompson, who is now employed in a lawyer's office. Another performer, who is still a student in your school, asks, "Can you suggest how I should dress when I go to apply for a job?" Henrietta, who can indeed provide suggestions (having been coached), replies as follows:

Henrietta. Yes, I can tell you some things that will help you. Perhaps the best way would be to tell you just what I did, and what others who have succeeded in landing jobs have done. It was this way. [*Her voice begins to fade.*] I'd had a telephone call to apply at Mr. Smith's office . . . [*New voices come in, middle-aged woman's voice first.*]

Mother. I'll help you get ready, dear. You won't wear that sweater, will you?

Henrietta. No, mother. The navy blue sheer will look better, don't you think? Is the collar perfectly clean?

Mother. I'm afraid it doesn't look very fresh.

Henrietta. Then that won't do. But the tan dress is just back from the cleaners. I'll wear that.

And so forth. Musical cues and other sound effects (see any good radio-production manual for details) will come in handy if your performance is pretentious enough to afford music. As this is being written,

however, the United States Army itself is having a little trouble getting its own musicians on the air, so I don't know how the musicians' unions would feel about your school orchestra!

Dialogue Can Sound Natural

Last month, I promised to say something about the writing of dialogue for your script. The important thing about conversation, of course, is to have it come out of the loudspeaker sounding like natural speech. If you have ever coached amateur actors for a school play, you know how difficult it is to get students to sound natural when they realize that they are saying words not their own. If you have ever listened to the radio programs that feature nonprofessionals, you know how strained and strange are the voices of microphone-frightened persons, even when they are speaking in their own idiom.

What can be done to make your speakers sound natural? The difficulty, in a play, is that the speakers are not using their own phraseology; in amateur radio programs, that they are not sure how their sentences are going to come out. Avoid both these difficulties by having your actors use their own words from a prepared script, *after careful practice.*

In informal conversation with one of your students at a time, ask him the questions he is to answer on the broadcast and, as he answers, *write down his own words in shorthand.* You can edit his language judiciously before you incorporate it in your script, but it will still be his and he will feel at home with it.

You may not achieve perfection, but you will give your radio actors a feeling of security that will help them sound natural.

We used to be told that a sentence is

a complete expression of thought, and the inference was that only a sentence could completely express a thought. This definition and this inference have been laughed out of meeting by more than one thoughtful person. John Erskine, for one, maintains that "No" and many another single word or sound often conveys a complete thought.

I do not suggest that you dispense with complete sentences in writing conversation for your radio program, but I do recommend that you muffle the grammar department of your conscience long enough to make the conversation sound more like the way your students do talk than like the way they should talk. If they feel that what they are saying is stilted, their manner will be strained.

In Case You Need a Plot

It is quite likely that, somewhere in your program, you will need some drama. If your program is in the form of a play, you will have to have drama: action, conflict, and suspense.

The classic rule for creating suspense is to put your hero up a tree and then throw stones at him. You are throwing stones at your hero if a job applicant in your script loses the address of the man he is to interview, or if he can't get past the reception clerk. He dodges the stones when he uses his ingenuity to find the address and when he uses his good sense to get past the reception desk.

You *can* write a skit (I don't like that word) in which your hero simply goes after a job and gets it. But you can produce something much better if you put obstacles in his way and see that he overcomes them. Your listening audience is more likely to stay with you to the end if you keep it fascinated.

For plot in almost its simplest form, see any of the Tarzan books. The formula is that Tarzan races off through the jungle toward an objective—any objective—and meets a lion. He kills the lion and starts again. Does he get there this time? Oh, no; he meets another lion.

A more subtle procedure is that used by John Masefield in his latest novel, *Live and*

Kicking—and let's be glad that his appointment as Poet Laureate has not spoiled his genius for writing rousing adventure stories. Mr. Masefield's hero starts toward an objective expecting to be foiled in his attempt to get there; you, the reader, expect trouble, too. But nothing happens—just then. A little later, when you and the hero are both comfortably thinking about something else—bang! the trouble starts.

The rhyme that begins "Hickory dickory dock" relates a simple incident, with action, but without plot. It lacks interest for most persons beyond the age of about four. But if the mouse, having run up the clock, should get entangled with the works and be unable for the time being to return, or if he should meet a big bully of a mouse who would not permit him to stay up there, you'd have the makings of a plot.

Some Simple Plots

Here are the bare outlines of some very simple plots that may help you in preparing a radio program about business education:

1. A young man fails to get the job he wants because he does not know how to present his qualifications attractively. Someone tells him the right way to go about it, and he lands a job that is even better.

2. An applicant makes a highly unfavorable impression (because of bad manners, unsuitable clothing, or accident); then, later, uses his ingenuity to restore the prospective employer's good opinion of him.

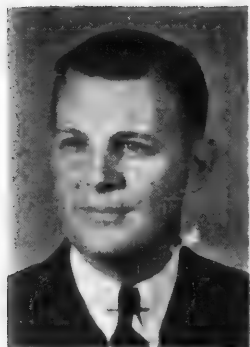
3. A young college man needs a job and applies for one that is open, but he does not have the required skills. A boy just out of high school gets the job instead. Disappointed, the college man takes a poorly paying job and goes to night school, finally getting a good job.

4. A girl in an office has not been able to achieve promotion because she doesn't know how to get along well with her co-workers. She learns to understand them, demonstrates her tact and understanding, is promoted, and realizes that she is happier than before.

5. A neighbor of the Joneses bought an expensive piece of household equipment and then read an "exposé" of merchandising practices in a radical consumer magazine. Tommy Jones, who has studied consumer education, is able to calm his fears and restore his faith in American business.

6. The head of the family is injured and can

(Continued on page 554)



What About Basic Socio-Economic Concepts?

FREDERICK E. WESSON

THERE are a number of writers who think that there is no place in the business-education curriculum for the teaching of fundamental socioeconomic concepts. For example, one writer puts the problem in the following terms:

Do courses of instruction that examine into the structure of society and develop in the minds of the students skeptical attitudes of social criticism contribute to the occupational business success of the student? . . . It is my opinion that courses that examine into the basic structure of our society are likely to undermine the students' loyalty to our present business and economic regime and involve them in some brand of radicalism, to their own detriment. It seems to me that commercial teachers should not sponsor courses that are likely to have such results.¹

Many business-education teachers would take issue with this opinion, feeling that modern education should face realistically all the problems of modern economic life. In the long run, occupational adjustment would be smoother if all the facts were known. By all means examine the structure of society, and if honest investigation should lead to skepticism and social criticism, at least the students will have begun to know the facts and will be able to make a more rational plan for the future. Inquiry does not necessarily lead to radicalism.

If there are problems of American economic life that vitally affect occupational choices, how much better it is to know those problems in the beginning, rather than after long years of occupational maladjustment and disillusionment! One cannot teach the hazards of employment nor the realities of modern business without going to the very

heart of our economic system as it is now.

No permanent success can be built on loyalty to practices, institutions, or customs that are inimical to the public welfare. In a highly interdependent society any anti-social activity is bound ultimately to affect all members of society directly or indirectly. It is understood, of course, that such practices are not the general rule of modern business. It is only where business practice is definitely against the public welfare that we take issue.

Realities and Loyalty

Not until the schools build an honest and articulate public opinion will the faults of our economic life be remedied. To teach loyalty to unwholesome practices simply because they exist promotes intellectual dishonesty and social injustice and discourages reform. To say that teaching the realities of life is a form of disloyalty is another way of saying that controversial issues should be avoided. Controversial issues are built around loyalties to this or that institution or custom. Educational practice today should not object to the unbiased presentation of these critical issues. The most rational course in the long run is to expose bad practices to public view.

In the past there has been entirely too much condoning of questionable business practices by the American public. Business-education teachers are beginning to realize that in many instances the employer is deserving of criticism. Success that is not built on solid foundations is not success in the true sense of the word. Elements in American business that are unethical should be

¹ Arthur C. Kelley, *The Business Education World*, May, 1939, page 740.

exposed and the exposé should help rather than hinder the student's ultimate success.

Business is not justified in ascribing a special code of ethics for businessmen. All business training should be predicated on the belief that nothing succeeds that militates against public welfare. To ignore or condone unethical practices because they contribute to occupational business "success" is grossly opportunistic and shortsighted.

Something should now be said about the broader aspect of this problem and its relationship to the business-education curriculum. One of the most important objectives of the school is to make democracy the way of life. Today there is much evidence everywhere that the schools are not so effective in this respect as they might be. Current educational literature will give ample testimony of this fact. One of the best discussions of this point may be found in *The Prospects of American Democracy*, by George S. Counts.

As a matter of interest, let us consider the training the typical high school student receives in political and economic citizenship. The demands on his time are such that ordinarily he will choose not more than one year of social studies. For example, the California social-studies requirement for high school graduation is a one-year course devoted to United States history and civics. It seems fair to venture the statement that most high school students get no other social-studies courses during the eleventh and twelfth grades. The Los Angeles city schools, however, require a one-semester course called Senior Problems for all graduating seniors. This course offers a splendid opportunity for teaching basic socioeconomic concepts through the medium of consumer and vocational problems.

◆ *About Frederick Wesson:* Teacher in Fairfax High School, Los Angeles; degrees from University of California (Berkeley) and the University of Southern California. Has published several articles and was for two years editor of the *California Business Education Bulletin*. Member of Gamma Rho Tau and Phi Delta Kappa. Twelve years' business experience in sales work. Active in civic welfare work in Los Angeles. Hobbies: tennis, badminton, and tropical fish.

There are courses in social problems and economics, but a very small percentage of students get into these classes; especially is this true of commercial students. Even under the most favorable conditions, a one-year course, covering such a broad sweep superficially, as it must, is hardly adequate to prepare the student for participation in the complexities of modern life.

Do Business Students Have Better Training?

Under the circumstances, however, it may be that commercial students as a group receive a better training in basic problems than do most other students, with the exception perhaps of social-studies majors. In addition to the required courses, commercial students usually have courses in sociobusiness subjects. How effective these commercial courses are in giving an incisive understanding of basic problems seems to be a matter still open for investigation.

It must be borne in mind that in many communities 80 per cent of the high school students terminate their formal education at graduation. The problems of modern industrial life are so complex and interrelated that most of these students leave high school with only the faintest idea of the choices they will be called upon to make later. The Report of the Commission on the Social Studies² contains a full page of problems the knowledge of which is essential to enlightened citizenship. Many of these problems are related to business education.

High school students are not alone in being economic illiterates. There are altogether too many college graduates in the same category. Too often it has been pointed out that our schools are turning out economic yes men rather than young people who can think critically on fundamental issues and who are adequately trained to see through the smoke screens of propaganda.

It is true that the significant problems of American life are complex and are difficult for high school students to understand. Many teachers think that these basic con-

² *Conclusions and Recommendations of the Commission on the Social Studies*. Charles Scribner's Sons, 1934, page 18.

siderations are too complicated for young minds. Perhaps they are. Yet a knowledge of these problems is prerequisite to any critical analysis of democracy or to any intelligent participation in modern political and industrial life. It is not an exaggeration to say that the future of democracy depends to a large extent on the success of the schools in creating a critical and intelligent public opinion. This challenge to modern education is most important.

Teachers who object to the treatment of broad socioeconomic problems by the commercial department are thinking largely in terms of the traditional division of subject matter. They are thinking in terms of the sanctity of subject matter rather than in terms of the desirable learning situation. They are thinking narrowly in terms of occupational adjustment rather than broadly in terms of general welfare. Naturally, it is impossible to do justice to such an important phase of education in one year, especially if such teaching is specified as an exclusive function of one department.

Curriculum Enrichment

Teachers should take advantage of every situation that satisfies the immediate needs of the student. This does not mean that business-education teachers should ignore the prepared course of study, but it does mean that they should not overlook an opportunity to enrich the curriculum with relevant material. No business-education teacher, for example, should be denied the right to teach English because there happens to be an English department.

If a knowledge of socioeconomic problems is half as important as most writers make it out to be, there can be no logical reason why business-education teachers should not teach these problems whenever the situation is ripe. Commercial teachers have a splendid opportunity to teach basic socioeconomic problems in connection with such courses as everyday business, business practice, consumer problems, commercial law, salesmanship, advertising, and merchandising. It would be interesting to know how many teachers do a really good job in this field.

If democracy is to be made to work as a way of life, the job will have to be done by the whole school, not limited to one department. Desirable attitudes, insights, and appreciations should be encouraged whenever the opportunity presents itself. Today, the need for them is so critical that there should be no quibbling about who should teach them. Such opportunities come so rarely during the school year that no teacher should be hindered for fear of upsetting some sacred tradition.

Reorganization and Integration

Some schools, sensing the inadequacy of the old departmental divisions, have reorganized the curriculum on a functional basis that combines, for example, under social relations such subject fields as English, government, economics, social problems, history, and foreign language. Obviously, one of the purposes of such reorganization is to create an integrated course and thereby to impress teachers with the fact that the whole is just as important as its parts, and that teachers are teaching boys and girls rather than subject matter.

Such signs of the times are encouraging and indicate that many administrators are thinking in terms of the whole personality even though some teachers are not. Such liberal educational tendencies spell the doom of sharp subject-matter divisions.

We all know that the first consideration of the commercial department is to give general or specialized business training. As a department of a larger organization whose obligation to society requires the teaching of basic socioeconomic principles, the commercial department will join with the whole school to teach those basic understandings that are indispensable to the survival of our democratic institutions.

If it were possible for one division to do this effectively, it might be desirable to delegate the responsibility to the social-studies department. Experience has proved, however, that the job is too big for one department. The responsibility, therefore, must be assumed by the whole school, and a very large part by the business-education teachers.



N.C.T.F. Adopts Amendments

The N.C.T.F., at its Chicago convention, voted amendments that change the name of the organization and add a College Department

ELVIN S. EYSTER
1941 President

THE forty-third annual convention of the National Commercial Teachers Federation was held in the Hotel Sherman, Chicago, on December 26, 27, and 28.

This convention will go down in history as the last one held under the well-known name of this organization, for its constitution was amended at the general session, on December 27, to change its name to the National Business Teachers Association.

Another important amendment was also approved at this session. In the past there have been only two departments—the private-schools department and the public-schools department. Each department has had a representative on the executive board, and the president of the association has been selected alternately from these two departments.

By amendment to the constitution, a college department has been created automatically eliminating the college section. The first chairman of the new college department is Dr. Clyde Beighey, of Western Illinois State Teachers College, Macomb, and the

first member of the college department on the Association's executive board is Dr. Lloyd V. Douglas, of State Teachers College, Cedar Falls, Iowa. Dr. Douglas is also president of the Central Commercial Teachers Association.

With the addition of this new department, the presidency will rotate among the three departments so that each will be represented every third year.

A new round table devoted to distributive education was created, with Kenneth Lawyer, Illinois state supervisor of distributive education, as its first chairman.

At the close of the convention the membership chairman, Ivan Mitchell, head of the commercial department of Western High School, Detroit, reported that the total membership of the association was slightly under 3,000. More than 1,200 members registered at the convention, but the total attendance was greater than this number.

All in attendance at the convention were most enthusiastic in their praise of the work of the membership committee under Mr.

EXECUTIVE BOARD MEMBERS FOR 1941



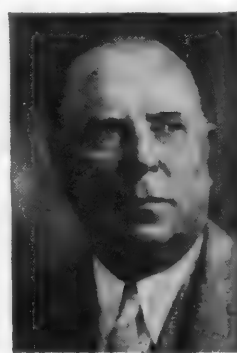
PAUL MOSER



IVAN E. CHAPMAN



LYOYD V. DOUGLAS



B. F. WILLIAMS

Mitchell's leadership and the local committee under the chairmanship of Paul Moser, of the Moser School, Chicago.

Next year the convention will meet again in Chicago, under the direction of its new president, Elvin S. Eyster, director of business education for the city of Fort Wayne, Indiana.

President B. F. Williams, of Des Moines, adhered strictly to the theme of the convention, "Clarifying the Objectives of Business Education," throughout the program.

Ernest A. Zelliott, second vice-president of the Association, said in his message to the members:

Thinking with regard to objectives in business education may be clarified if it is kept in mind that objectives necessarily vary among different types of educational institutions and for different educational levels. For the private business school, the major objective properly may be intensive skill training for specific office work. Such business education as is offered in the junior high school will emphasize personal-use, exploratory-guidance, and social-economic-understanding values.

The senior high school will carry forward the objectives of the junior high school and develop specific vocational courses, including both business background and business skill training, in line with the employment opportunities available.

In an evening school program, the chief consideration may be extension training for business employees.

In the colleges and universities, broad preparation for various types of business service on a professional level, including business teaching, is properly the objective.

Prominent visitors at the convention included Dr. Vernal Carmichael, president of the Department of Business Education of the National Education Association; John G. Kirk, president of the Eastern Commercial Teachers Association; and R. R. Richards, president of the Southern Business Education Association.

President Williams Honored

At the annual banquet on Saturday evening, December 28, the outgoing president was honored through the presentation of a brochure of the American Pioneer Guild. The presentation was made by Professor D. D. Lessenberry.

The American Pioneer Guild is an organi-

zation that is attempting to recognize in an appropriate way men and women who have rendered some exceptionally sincere and unselfish service to mankind.

President Williams was recognized by the guild because of an unselfish act that occurred two years ago at the annual banquet of the National Association of Accredited Commercial Schools. At that banquet, Mr. Williams ended twenty-five years as president. The Association presented him with a check for the purchase of a new car. Professor Lessenberry said, in his presentation speech:

That was a happy occasion for those who were paying tribute to their friend and leader. But the occasion was transmuted into a memorable one of true greatness through the extraordinary, though simple and sincere, acceptance of the tribute. Those of you who were present at the occasion I am describing will recall the quiet shift of emphasis that was given to that tribute when the recipient of that honor said, in effect:

"I accept this generous gift because you want me to do so; but there is another man who has meant much to you and to our association, a man whose unseeing eyes were but an incidental physical factor in his life because he had a seeing mind and a noble heart. In the past he has given freely of his faith, his intelligence, and his leadership. Now he is ill and in need of us. He needs our continuing friendship and our help. So I accept your money not for a new car that would please me and make for my physical comfort, but for our friend, Mr. J. F. Fish."

Following that brief speech of acceptance, the check was indorsed to Mr. Fish and then from all over the room there came a shower of additional money that was stacked on the speakers' table until the amount of money was large enough to reflect something of the warmth of personal and professional feeling that all had for Mr. Fish and the retiring president. . . .

The words I have used in telling this story have been simple words because only simple words can adequately fit this occasion. As spokesman for the American Court of Honor of the American Pioneer Guild, I present to you, Benjamin Franklin Williams, this brochure on the tomb of Lincoln, in recognition of your nobility of character and your sincerity of friendship.

The Association's Yearbook Program

Problems and Issues in Business Education is the title tentatively selected for the Seventh Yearbook of the National Business Teachers Association, to be issued this spring, according to a report by Dr. McKee Fisk, yearbook editor. Dr. Fisk writes:



FIDELIA VAN ANTWERP
First Vice-President



SAM J. WANOUS
Second Vice-President



J. MURRAY HILL
Secretary



KARL M. MAUKERT
Treasurer



PAUL WHITE
Public Schools



E. W. PENNOCK
Private Schools



CLYDE BEIGHEY
College



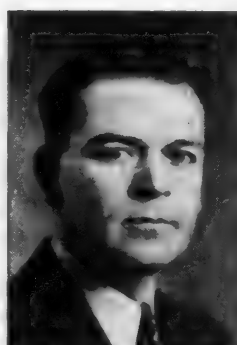
H. B. BAUERNFEIND
Administrators



PAULINE EVERETT
Secretarial



EARL CLEVINGER
Bookkeeping



J. ANDREW HOLLEY
Social-Business



KENNETH LAWYER
Distributive Education



R. S. ROWLAND
Office Machines



E. R. MAETZOLD
Private School Instructors



McKEE FISK
Yearbook Editor



ELEANOR SKIMIN
Digest Editor



IVAN MITCHELL
1940 Membership
Chairman

The purpose of the Seventh Yearbook is to set forth the conflicts between theory and theory, and between theory and practice in business education. Problems and conflicts will be presented for different levels of business education, for the several business subjects, and for certain relationship areas.

The Seventh Yearbook is the second in a series of yearbooks under the direction of the present

yearbook committee. The Sixth Yearbook, on *The Business Curriculum*, was the first in the series. The Eighth Yearbook has been planned to deal with *Principles and Viewpoints in Business Education*. It is hoped to devote the Ninth Yearbook, in 1943, to the ways and means of putting into practice the principles and viewpoints set forth in the preceding yearbook.

Thus, in the four yearbooks business education should have a somewhat complete and semi-authoritative series of studies reflecting business education at this stage of development.

New Officers for 1941

New officers for 1941 are as follows:

President: Elvin S. Eyster, City Director of Business Education, Fort Wayne, Indiana.

First Vice-President: Fidelia Van Antwerp, Joliet (Illinois) Township High School.

Second Vice-President: Sam J. Wanous, University of Arizona, Tucson.

Secretary: J. Murray Hill, Bowling Green (Kentucky) College of Commerce.

Treasurer: Karl M. Maukert, Duffs-Iron City College, Pittsburgh.

Executive Board: Paul Moser, The Moser School, Chicago (Private Schools); Ivan Chapman, Western High School, Detroit (Public Schools); Dr. Lloyd V. Douglas, Iowa State Teachers College, Cedar Falls (Colleges); B. F. Williams, Capital City Commercial College, Des Moines (*ex officio*).

DIVISION OFFICERS

Public Schools Department

Chairman: Paul White, Frank L. Smart School, Davenport, Iowa.

Vice-Chairman: Donald Murphy, Cudahy (Wisconsin) High School.

Secretary: Mrs. Geraldine Schmitt, Evanston (Illinois) Township High School.

Private Schools Department

Chairman: E. W. Pennock, Ferris Institute, Big Rapids, Michigan.

Vice-Chairman: E. O. Fenton, American Institute of Business, Des Moines, Iowa.

Secretary: Mrs. G. W. Puffer, Fond du Lac, Wisconsin.

College Department

Chairman: Dr. Clyde Beighey, Western Illinois State Teachers College, Macomb.

Vice-Chairman: Dr. Herbert Tonne, New York University, New York.

Secretary: Viona Hansen, University of North Dakota, Grand Forks.

Bookkeeping and Accounting Round Table

Chairman: Earl Clevenger, Central State Teachers College, Edmond, Oklahoma.

Vice-Chairman: L. F. Reynard, Proviso Township High School, Maywood, Illinois.

Secretary: Harley F. Sheaffer, head of commercial department, Lincoln High School, Cleveland, Ohio.

Social-Business Round Table

Chairman: J. Andrew Holley, Oklahoma A. and M. College, Stillwater.

Vice-Chairman: Clyde B. Spitzner, Senior High School, Coatesville, Pennsylvania.

Secretary: Icie B. Johnson, High School, Amarillo, Texas.

Distributive Education Round Table

Chairman: Kenneth Lawyer, state supervisor of distributive education, Springfield, Illinois.

Vice-Chairman: Otto R. Sielaff, co-ordinator of distributive education, Detroit, Michigan.

Secretary: J. Russel Anderson, co-ordinator of distributive education, Des Moines, Iowa.

Private School Instructors' Round Table

Chairman: E. R. Maetzold, Minneapolis Business College.

Vice-Chairman: George F. Rowan, The Business Institute, Detroit, Michigan.

Secretary: Mrs. S. P. Randall, Badger Green Bay Business College, Green Bay, Wisconsin.

Secretarial Round Table

Chairman: Pauline Everett, High School, Beverly Hills, California.

Vice-Chairman: Mrs. Esther D. Bray, Indiana University, Bloomington.

Secretary: Harvey W. Welsh, Proviso Township High School, Maywood, Illinois.

Administrators' Round Table

Chairman: Harry B. Bauernfeind, Township High School, Waukegan, Illinois.

Vice-Chairman: Dr. Eugene H. Hughes, Ball State Teachers College, Muncie, Indiana.

Secretary: Ruth J. Plimpton, San Francisco Junior College.

Office Machines Round Table

Chairman: Ralph S. Rowland, State Teachers College, Indiana, Pennsylvania.

Vice-Chairman: Bernice Hartmann, Oak Park and River Forest High School, Oak Park, Illinois.

Secretary: Mabel A. Sawyer, Etna (Pennsylvania) High School.



Co-operative Secretarial Training

WILLIAM E. HAINES

EDITOR'S NOTE—Such excellent progress has been made in the establishment and operation of part-time co-operative classes in retail selling that this intensely practical method of instruction should be extended to other business subjects, particularly the secretarial and clerical-practice subjects.

To aid in bringing about this desired activity, the B.E.W. is establishing this new department, under the direction of William E. Haines, supervisor of commercial education for the public schools of Wilmington, Delaware. Mr. Haines was chosen to head this department because of the outstanding success of co-operative classes in the Wilmington high schools.

FOR business and the school to link hands in co-operative business education calls for co-ordination of the highest order. The whole program must center around the co-ordinator, whose duty it is to translate the job experience into effective, dynamic classroom procedures. Let us consider the duties and responsibilities of the co-ordinator.

First, he must have a well-defined understanding of the advantages of co-operative training to both employers and students. These advantages have been summarized as follows.

ADVANTAGES TO THE EMPLOYER

1. The employer shares in the responsibility of educating and training young men and women for their place in society. He becomes a vital part of the great program of preparing youth for more useful citizenship.
2. He discovers promising candidates for his permanent organization. (Many of the student co-operatives return to the employers after graduation.)

3. Through careful placement by the school, he gains access to students of special abilities, interests, and aptitudes.

ADVANTAGES TO THE STUDENT

1. Such contact makes his school training more purposeful.
2. It furnishes a breadth of interest that stimulates and guides his vocational exploration.
3. It stimulates a sense of responsibility.
4. It affords an understanding of business and economic conditions.
5. It provides the student with a knowledge of the demands of a particular job.

Some Duties of the Co-ordinator

Second, the co-ordinator must perform a multiplicity of duties, a few of which are outlined below.

The biggest task, of course, is to obtain co-operative positions. While the student is vested with the responsibility of obtaining his own position, the co-ordinator must guide, stimulate, and assist him in every possible way. The student can be expected to do much of the "missionary work"; yet it often falls upon the co-ordinator to "close" the majority of the placements.

Several means are commonly employed to enlist the co-operation of the employing business community, such as pamphlets, letters, talks before community groups, personal contacts, press releases, and telephone communication. The co-ordinator should utilize every device for promoting co-operative placements.

Before the student is placed in a co-operative position, the co-ordinator must make sure that the student has been thor-

oughly informed as to his responsibility to the employer and to the school; that he has been instructed through group meetings and individual counseling as to just what is expected of him on the job.

Grooming, personal habits, scholastic standing, and countless other factors should be checked and rechecked by the teachers before the day for placement arrives. The students in Wilmington have been given the following mimeographed instructions before assuming their co-operative duties:

a. Please your superior. His instructions should be intelligently followed, although they may be contrary to your own ideas.

b. Be resourceful. If there is information you need to know, consult reference books; ask others; or confer with your teacher. Do not guess!

c. A rich co-operative experience is foremost in importance. Poor co-operative training can be as harmful as good co-operative training is useful.

d. During the "in school" weeks, discuss the problems of your co-operative employment with your teachers. Encourage them to visit you on the job and attempt to return to work improved in efficiency.

e. Do not gossip. Keep the many confidential and semiconfidential matters brought to your attention to yourself. Disinterest yourself in idle talk.

f. Think things through for yourself. Do not have to be told everything that needs to be done.

g. Be well groomed. Appearance and good manners are vital to your success.

h. Listen carefully to instructions. Acclimate yourself to your new environment speedily and do not require your employer to repeat, needlessly, prior instructions.

i. Do not neglect office housekeeping. Keep your desk and surroundings neat and orderly at all times.

j. See that your employer files an Employer's Report promptly at the end of the "out" period. The information contained in these reports is needed as a basis for remedial training by your teachers during the "in" period.

k. If the employer releases a co-operative student for any reason, the student should report immediately to the co-ordinator.

l. Refer your personal adjustment problems promptly to the co-ordinator.

m. The student on the job is representing the school and should reflect credit upon it at all times.

n. Have your picture taken, inexpensively, and give one to the co-ordinator for our records. You will need the others later for your letters of application.

o. Obtain your social security number from the Social Security Office. Report this number promptly to the co-ordinator.

◆ *About William E. Haines:* Supervisor of commercial education, City of Wilmington, Delaware. Two degrees from Rutgers University. Has held offices in professional organizations and has contributed to magazines—many articles to the B.E.W.

p. Very important: If you are unassigned, you are to report to classes regularly as a full-time student.

Checking on such details as these is but one of the duties of the co-ordinator. Others, relating to instructions to employers, visitations, employer's reports, permanent placements, follow-up, and remedial teaching, will be taken up in the next issue.

The Des Moines Plan

Mr. Ernest A. Zelliot, director of business education in Des Moines, Iowa, writes: "Our co-operative office-work program has been under way just one year. . . . Thus far, office-practice students have been doing co-operative work in the 12A semester; but we hope to extend this to two semesters. At the present time, we have about thirty-five students in co-operative office-practice assignments."

The Des Moines plan calls for the student to be assigned to the job either in the forenoon or in the afternoon, depending upon the employer's preference. Placement is limited to students whose scholastic average is acceptable. Students have been placed in positions entailing the following tasks: simple dictation, typewriting, billing, keeping records, checking, mimeographing, addressing, filing, and mailing. Mr. Zelliot feels that the specific work performed is less important than the opportunity to become familiar with office requirements.

It is interesting to note that Des Moines limits the co-operative experience to average or better-than-average students. This seems desirable as an incentive for student achievement. The school inferentially says to the student, "We will indorse and recommend you only when you have attained a suitable degree of proficiency."

Mr. Zelliot expresses the hope that the co-operative experience might be downgraded to the 12B term. If the specialized skill program is deferred until the eleventh

year, this allows but one year for basic training in such subjects as typewriting, shorthand, and bookkeeping.

The Wilmington plan originally called for co-operative placement during the 12B term but was later confined to the 12A term for a number of reasons. The large numbers offered a perplexing placement program, 12B students were less mature, and the time allowed for basic training in the skills was insufficient to acquire the necessary competency.

We shall be interested in the future development of the Des Moines system.

The Dayton Plan

Mrs. Rosamond Moak, of the Dayton Co-operative High School, Dayton, Ohio, writes that co-operative business education in that school was begun in 1926. The tenth year is devoted to preparation for placement and the eleventh and twelfth years to the co-operative school-employment program. During these two years the student spends alternate two-week periods in school and on the job. Only students who have attained a satisfactory standing in their school work are placed in jobs, and it is not unusual to have more jobs than students to fill them.

Mrs. Moak reports that the program is under the supervision of the State Board of Vocational Education and that the co-operative activities are guided by an advisory committee made up of prominent business leaders in the community.

The commercial trainees eventually divide into three groups; namely, (1) stenographers; (2) typists; (3) clerical workers or operators of business machines, such as the Mimeograph, Multigraph, Comptometer, calculator, and bookkeeping machines. The Dayton plan is described in a bulletin published by the Board of Education. It is well worth reading.

The Drexel Institute Plan

From Drexel Institute, Philadelphia, which has long been identified with co-operative education, comes the following information:

"The unusually large percentage of men and women who have found employment

between graduation and the time of the survey (follow-up) is generally credited to the system of co-operative education that is a feature at Drexel. Under this plan the student spends alternate periods in class rooms and laboratories and 'out in industry' where he or she puts into practice the theories learned in the classroom. Not only does the student acquire practical training, for which he is paid at the general rate of pay prevalent; but contacts are made that, in many cases, result in permanent employment after graduation."

[This department began in the December, 1940, issue of the B.E.W.]

JAMES O. THOMPSON, formerly professor of commerce in the University Preparatory School and Junior College, and also co-ordinator of distributive education, Tonkawa, Oklahoma, has joined the staff of the Gregg Publishing Company as sales representative for Kentucky and Tennessee.



Mr. Thompson holds degrees from Colorado State College of Education, Greeley, and has done additional graduate work at Oklahoma A. and M. College and the University of Pittsburgh. During the 1940 fall semester, he held a teaching fellowship in Professor Lessenberry's department at Pittsburgh. He has been a summer-session instructor at Oklahoma A. and M.; Eastern Illinois State Teachers College, Charleston; and Bowling Green (Kentucky) Business University.

Mr. Thompson is a member of many professional and honorary associations, including Pi Omega Pi, Phi Delta Kappa, Kappa Delta Pi, Phi Alpha Theta, and Delta Pi Epsilon, of which he has been a chapter president and national vice-president.

THE third Canadian chapter of Alpha Iota, international honorary business sorority, was installed on December 13 at the Reliance School of Commerce, Regina, Saskatchewan, by Miss Jean Law, of Winnipeg, Canadian Regional Councilor.

Mrs. R. E. Flewelling, wife of the principal of the school, will act as sponsor to the twenty-three charter members.



Only the Right Job Will Do

ESTELLA
DYER

THE following outline, which has been used for several years in secretarial classes of graduating students in high school, and which this year will be used in a class on the junior-college level, is designed to give the students information to help them in seeking the right job after graduation.

It has been recognized that, although students usually are given a thorough grounding in skills and are trained in those knowledges that are essential for office work, little, if any, material or practice is offered to enable them to make adjustments easily and successfully when looking for positions. No student should leave school to go into industry or business who has not been given this type of training and who has not been prepared to carry on the job-seeking campaign intelligently.

In developing this unit, each student was given a copy of the outline, with a reading list, to help him better to understand the problems facing him. Lectures dealing with all phases of the material were followed by class discussion. Often, the students were interested in taking part in a little job-seeking campaign of their own.

Each student followed the outline—carefully analyzing himself and the type of job he wished to obtain, organizing and planning for the campaign, and receiving additional practice in writing application letters of all kinds and in filling out application blanks. Toward the end of the project, each student participated in several practice interviews. In every way possible, he was given a chance to do those things that he would most likely be called on to do when applying for a job.

Students who took part in this unit were asked to report on its value to them. Those who did report after their entrance into business felt that the time spent was definitely worth while. In many cases, they expressed regret that they had not had a course in personal salesmanship.

Outline for Job Seekers

I. Selecting the right vocation:

A. Learn about the different vocations that are available today:

1. Ask your friends who are working.
2. Read about famous people and their work.
3. Read about different jobs.
4. Talk with your teachers, principal, and counselor.
5. Trace the jobs that may develop through a knowledge of the different subjects you have studied in school.
6. Visit industrial plants, offices, and places of work.
7. Discuss the question with your school friends.
8. Talk over the problem with your parents.

B. Choose a few jobs that appeal especially to you:

1. Talk with persons employed in these fields and jobs.
2. Read all you can about these jobs.
3. Visit a shop, office, or plant of the type selected, to observe the work and to talk with supervisors, owners, managers, and workers.

C. Narrow your interest to one or two jobs that appeal to you most:

1. Make a thorough survey of these few jobs.
2. Eliminate those that prove unsuitable.

II. What can you bring to the job?

A. Some factors to consider:

1. Do you consider the work worth doing?
2. Would you be proud of your job and of your part in the work?
3. Could you get a good deal of fun out of doing this work?
4. Do you really want to do this work, or are you considering it because someone wants you to?

B. Personal factors:

1. What appearance is necessary in order to do the work well?
2. What are the personality requirements?
 - a. What are your assets?
 - b. What are your handicaps?
 - c. What do you rate your ability to to get along with others?
 - d. Do you know the qualities that you possess that are likely to help you succeed?
3. What are your likes and dislikes?
 - a. Do you like to work with people?
 - b. Do you like to work indoors or outside?
 - c. Do you object to getting dirty?
 - d. What kind of work do you like to do best?

III. The job:

A. Wages:

1. What is the beginning wage?
2. What is the range of wages paid?
3. What opportunities are there to earn a better wage than the beginning salary?
4. How can earning ability be increased?

B. Hours of labor and working conditions?

1. How long is the working day?
2. What other demands are placed on a worker's time?
3. What is the length of vacation?
4. What provision is made for caring for the health and welfare of employees? Are sick leaves granted?
5. Is the work steady or seasonal?
6. Are the workers organized? Do they take any part in the management of the business?

C. Just what does the job require?

1. Are there any qualifications as to age and sex?
2. What is the nature of the task?
3. What equipment and material are used?
4. What skills are required in doing the job well?
5. What education and training are needed?
6. What special abilities, such as quickness with figures, ability with the hands, etc., are necessary?
7. Are physical strength and endurance required?
8. Are there any hazards or heavy strains—either mental, physical, or social—connected with the job?
9. What laws—Federal, state, or local—affect this work?

D. What are the unpleasant things about the job?

E. What are the pleasant factors in the job?

◆ *About Estella Dyer:* Teacher in the Junior College and High School, Mount Vernon, Washington. Degrees from Washington State College and the University of California. Is vice-president of the Western Washington Commercial Teachers' Association. Has published articles in other educational journals. Especially interested in vocational business training and guidance. Collects rocks; likes to fish and hike.

F. How many people are employed in this work?

1. Are there more workers than are required in order to do the work?
2. How many unemployed workers are there?
3. What are your chances for finding a job in this field?

G. Opportunities:

1. What provision is made for the instruction and special training of employees on the job?
2. What are the opportunities for promotion?
3. What are the possibilities for the firm or plant or industry to increase in size and scope?

IV. You and the job :

A. Make a list of the qualities you possess that would help you to succeed in the jobs you are studying.

B. Make a second list of the qualities that might cause you to fail or to become a poor worker.

C. Discuss your fitness with your family, friends, and teachers. (Be a good sport about honest criticism and suggestions.)

D. Study the outline of the job review you have just made:

1. Wages:

- a. Would the wages be sufficient to provide you with the kind of life you hope to live?
- b. If the beginning wages are small, would you be able to manage on them, or would you have to have outside help?

2. Hours:

- a. Would you work uncomplainingly and efficiently during the hours required?
- b. Have you the physical health and endurance to meet the demands made by the job?
- c. Is there any weakness that might prevent you from doing your best; for example, poor eyesight is a handicap in many types of work.

3. Job requirements:

- a. What are your skills? Are they the ones the job demands?

- b. If you do not possess all the required skills, can you develop them?
- c. Do you have the educational background necessary, or can you obtain it?
- d. Do you have the required stature, health, strength, eyesight, and hearing?
- 4. Are the unpleasant factors so repugnant to you that you could not do your best work?
- 5. What are the pleasant factors?
- 6. Is the job your type of work?
 - a. Does it meet the requirements set up by your likes and dislikes?
 - b. Does it give you an opportunity to use any special talents and abilities you may possess?
- 7. Make a summary:
 - a. Be honest with yourself.
 - b. Decide whether you have what the job demands.
 - c. If you discard all the jobs you had in mind, keep looking, for there are jobs that require every kind of ability and skill in the world. You can find your place if you try.

V The job-seeking campaign:

A. Make a definite plan for your campaign:

- 1. Many persons fail to obtain work or to obtain the right kind of work because they do not make a definite plan of action.
- 2. If you are to succeed, you must have a definite plan.
- 3. Follow this plan faithfully.
- 4. Look upon job seeking as a full-time, eight-hour-day affair. You cannot afford to take a vacation.
- 5. Don't lose heart. Discouragement at the beginning has caused many persons to fail. You may have to make a hundred or even three hundred applications; then again, only one may suffice. Keep at it until you land something.

B. Try to pick your own boss:

- 1. Make a list (from the phone directory and the help of friends) of all the firms that you think might need the type of service you have to offer and want to give.
- 2. Discuss this list with persons you know who are working or who are in a position to know something about the firms listed.
- 3. Eliminate those who have a poor reputation and would be rated as undesirable employers.
- 4. Refine your list, limiting it to those for whom you really want to work.

- 5. Put everything you have into obtaining work with one of these firms.

C. Finding other vacancies:

- 1. A wise man has his eggs in several baskets; so, try to find out about other vacancies that may occur.
- 2. Ask your friends:
 - a. Advertise to everyone you know that you are in the market for a job.
 - b. Hold a family council, bringing in all the family—they may know of something.
 - c. Ask persons who are already employed to keep an eye open for you.
 - d. Remember—don't be a pest.
- 3. Newspaper advertisements:
 - a. Watch the help-wanted column.
 - b. Learn to distinguish the legitimate advertisement from the fraudulent.
 - c. Try writing an advertisement yourself—one that has personality and stands out from the others.
- 4. Employment bureaus:
 - a. Register with all employment bureaus—regional, state, and private:
 - (1) Co-operate with the agencies in every way.
 - (2) Look upon them as prospective employers. In a way they are; for if you convince them of your ability, they will do a great deal in helping you to find the right position.
 - (a) Be businesslike in your dealings.
 - (b) Dress properly and be well groomed.
 - (c) Be pleasant, courteous, and efficient.
 - (d) Give the agencies a square deal.
 - (e) Make every effort to sell yourself to them.
 - (3) Fill out the blanks carefully, completely, and honestly.
 - (4) Keep agencies informed as to your address and phone number.
 - (5) Call them daily until you are located.
 - (6) Notify all agencies as soon as you have found a position.
- b. The state employment service:
 - (1) Locate the nearest office.
 - (2) Talk with the manager and register.
 - (3) There is no charge.
 - (4) Keep in touch with the office until you are located.
- c. The school employment service:
 - (1) This service is maintained for

the benefit of students; so make use of it.

- (2) Follow the same rules that have been given for other agencies.

- (3) Remember: if you make a bad impression, it not only reflects upon you but upon the school as well—so do a good job.

d. Private employment bureaus:

- (1) Choose those that have reputations for honesty.
- (2) Avoid those that require fees for filing your application,

unless you know that they are reliable.

- (3) Consult the Better Business Bureau if you are in doubt about the rating of the agency. A little investigation about the rating at the start will save time, money, and disappointment later.

- (4) Register with all reliable agencies.

- e. Learn to recognize the fraudulent agencies and their rackets and avoid them.

(To be continued)

New Officers Elected By Two Private Schools Associations

SEVERAL organizations held meetings and reunions preceding or during the convention of the National Commercial Teachers Federation, December 26-28.

Among these organizations were the American Association of Commercial Colleges, the National Association of Accredited Commercial Schools, and Pi Omega Pi and Delta Pi Epsilon fraternities. State and college reunion breakfasts were held Saturday morning, December 28.

A.A.C.C. Elects Officers

The following officers were elected by the American Association of Commercial Colleges:

President: Ben H. Henthorn, Kansas City (Missouri) College of Commerce.

First Vice-President: Catherine S. Walsh, Walsh School of Business Science, Miami, Florida.

Executive Secretary: C. W. Woodward, College of Commerce, Burlington, Iowa.

District Vice-Presidents:

New England: Chesley H. Husson, Bangor Maine School of Commerce, Bangor, Maine.

Eastern: Grace Martin Cornelius, Grace Martin's School, Pittsburgh, Pennsylvania.

Southeastern: D. E. Short, Jr., Andrew Jackson Business University, Nashville, Tennessee.

Southwestern: C. I. Blackwood, Blackwood-Davis Business College, Oklahoma City, Oklahoma.

Pacific: R. E. Parker, Willis Business College, Santa Monica, California.

Rocky Mountain: A. J. Gmeiner, Parks School of Business, Denver, Colorado.

Northern: LaVelle T. Maze, Fond du Lac (Wisconsin) Commercial College.

Canadian: W. C. Angus, Angus School of Commerce, Winnipeg, Manitoba.

Central: J. L. Rendahl, Waldorf College, Forest City, Iowa.

West Indies and South America: Hipolito I. Soltero, Underwood Gregg Commercial College, Caracas, Venezuela.

J. I. Kinman, of the Kinman Business University, Spokane, Washington, has been re-elected Governor General of the Association's fraternity, Pi Rho Zeta International.

N.A.A.C.S. Holds Election

At the annual meeting of the National Association of Accredited Commercial Schools, held Thursday, December 26, William S. Risinger was elected eastern vice-president of the Association. He had previously been temporarily appointed to the post.

All the other officers of the Association were re-elected, as follows:

President: Dr. E. M. Hull, Banks College, Philadelphia.

Vice-Presidents: William S. Risinger, Utica (New York) School of Commerce; C. W. Edmondson, Edmondson School of Business, Chattanooga, Tennessee; W. A. Robbins, Lincoln (Nebraska) School of Commerce; Charles F. Walker, Northwestern School of Commerce, Portland, Oregon.

Secretary: H. E. V. Porter, Jamestown, New York.

Treasurer: E. H. Norman, Baltimore (Maryland) Business College.

National Association of Business Teacher- Training Institutions to Meet February 21 and 22

THE CONVENTION THEME of the fourteenth annual conference of the National Association of Business Teacher-Training Institutions will be "The Curriculum in Business-Teacher Education."

The following program has been announced for the conference, which is to be held at the Hotel Ambassador, Atlantic City, N. J., February 21 and 22.

FRIDAY, FEBRUARY 21
9:30 a.m., Room 125

"The National Teacher Examinations and Teacher Selection," Dr. Ben D. Wood, Columbia University.

"Implications of the National Teacher Examinations for the Business Teacher-Training Curriculum," Dr. Benjamin R. Haynes, University of Tennessee.

"Co-operation Between the College and the State Director of Teacher Certification in the Development of a Business Teacher-Training Curriculum," Dr. Richard E. Jagers, Director of Teacher Training and Certification, Department of Education, Commonwealth of Kentucky.

2:30 p.m., Room 125

"The Content and Significance of General Education in the Business Teacher-Training Curriculum," William E. Einolf, University of Pennsylvania.

"The Content and Significance of General Professional Education in the Business Teacher-Training Curriculum," Dr. Paul S. Lomax, New York University.

"The Role of Specialized Subject Matter in the Business Teacher-Training Curriculum," Dr.

McKee Fisk, The Woman's College, University of North Carolina, Greensboro.

SATURDAY, FEBRUARY 22
9:00 a.m., Room 118

Panel Discussion. *Theme:* "Standards versus Actual Procedures in the Organization and Administration of Business Teacher-Training Curriculums."

Chairman: Professor D. D. Lessenberry, University of Pittsburgh.

Panel Members: Miss Ann Brewington, University of Chicago; T. H. Coates, New River State College, Montgomery, West Virginia; G. G. Hill, State Teachers College, Indiana, Pennsylvania; Professor Frederick G. Nichols, Harvard University; Dr. William R. Odell, Assistant Superintendent of Schools, Oakland, California; Clinton Reed, Acting Chief, Bureau of Business Education, State Department of Education, Albany, New York; Dr. Helen Reynolds, New York University; Dr. P. O. Selby, Northeast Missouri State Teachers College, Kirksville.

Progress Report of the Policies Committee, Dr. Hamden L. Forkner, Columbia University.

12:30 p.m., Room 125

Luncheon. *Guest Speaker:* Dr. Daniel L. Marsh, President, Boston University.

2:15 p.m.-4 p.m., Room 118

Business Meeting and Adjournment.

Officers and Directors

President: Paul L. Salsgiver, Boston University.

Vice-President: Frances B. Bowers, Temple University, Philadelphia.

Secretary: H. M. Doult, University of Akron, Akron, Ohio.

Treasurer: Edith M. Winchester, Margaret Morrison College, Carnegie Institute of Technology, Pittsburgh.

Directors: Vernal H. Carmichael, Ball State Teachers College, Muncie, Indiana; T. H. Coates, New River State College, Montgomery, West Virginia; McKee Fisk, Woman's College, University of North Carolina, Greensboro; Harold G. Shields, University of Chicago, Chicago; P. O. Selby, Northeast Missouri State Teachers College, Kirksville.

Editor of Bulletins: Ann Brewington, University of Chicago, Chicago.



PAUL SALSGIVER



FRANCES BOWERS



Projects and Rules for the B.E.W. Contest

Closing Date: April 1, 1948

Six Contest Divisions

(1) Bookkeeping, (2) Business Fundamentals, (3) Office Practice, (4) Business Personality, (5) Business Letter Writing for public and parochial high schools, and (6) Business Letter Writing for colleges, universities, and private business schools. Schools may enter more than one division of the contest.

Note that, although there are two separate contests in business letter writing, the same problem will be used for both. The papers in the two divisions will be judged according to different standards.

There is no transcription project in the contest this year.

FOR three years the B.E.W. project contest has brought entries from thousands of students from all parts of the United States and its possessions and Canada. Teachers as well as students have benefited from this stimulating competition.

Co-operative Effort Brings Success

The rules for the contest make it possible for entire classes to share in the work and excitement of the contest, and each student carries his part of the responsibility and enjoys the thrill of achievement.

Silver cups awarded to schools have been won, usually, by classes of average size. And a class in which every pupil participates, regardless of his scholarship, is more likely to win than a class from which only the superior pupils compete. Why? Because the percentage of the class enrollment participating in the contest counts *one-third* in the final calculation of winners.

You, as teacher of a winning class or of individual winners, share in their glory and publicity and win cash prizes, too. This publicity will not go unnoticed by your school executives and your community.

In this issue of the BUSINESS EDUCATION WORLD are published the official projects for this year's B.E.W. contest. You can get reprints of the projects for your students at only 1 cent each.

Order copies at once for your entire class, using the order form on page 558.

Best wishes to all of you! Here are the official contest rules and the projects. If any point is not entirely clear to you, write immediately to the B.E.W. Awards Department, 270 Madison Avenue, New York.

Contest Instructions

1. *Entry Form.* Send separate entry forms for each division of the contest in which you enter (use the same entry form for example, bookkeeping and business fundamentals). Be sure the back of the official entry form and the official entry form are to be filled out. Both copies are to be sent to the contest.

If you are already using the official entry form, send two copies of the official contest entry form.

If you are not using the project form, use the convenient coupon on page 558.

2. *Clubs.* A school may send entries in more than one of the six divisions. A club may enter. Fewer than 10 papers cannot be entered. If in any school two or more clubs enter in any one division—the business education club—the teachers are to complete the entry form and the entry form must show the names, however.

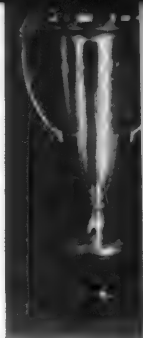
3. *Information on Solutions.* The first page of each solution must be typed, clearly printed or typewritten, and the teacher's name.

4. *Closing Date.* The contest closes after midnight of that date which is suggested that papers be sent in as early as possible.

5. *Contest Reports.* Prizes will be awarded as soon as the judges have completed their work.

Fourth Annual B. E. W. Contest

No Entry Fee Required



Contest Prizes

A silver trophy cup for the school winning first place in each of the six divisions.
\$10 cash to the teacher (or teachers) of the group placing first in each division.
\$5 cash to the teacher (or teachers) of the group placing second in each division.
\$5 to the individual winning student in each of the six divisions.
\$3 to each of the next three student winners in each of the six divisions.
\$2 to each of the next twelve student winners in each of the six divisions.
The twenty-five highest-ranking schools in each division will receive Honorable Mention and will share in the publicity that is the reward of all the winners.

to Teachers

Forms in duplicate for each student enter. (Don't list, writing participants on the side the data called for on the sides of the official contest typewriter, in duplicate, and to go with the solutions. projects, you will receive form automatically.

for entry forms when you fill a club of papers in each one consist of at least 10 papers. not for entry in the contest. wish to enter their students personality division, for exam- papers into one club. The bear the individual teachers'

upper right-hand corner of bear the following informa- ment's name; school and city;

April 1. Papers postmarked eligible for the contest. We before the closing date as

will be notified and prizes made their decisions, but no

official report of the contest can be supplied prior to its publication in the June (1941) issue of the B.E.W. No student papers will be returned.

6. *Entry in the Contest Is Absolutely Free.* No fee will be required for entry in the contest. The same papers, however, may be submitted at the same time to the B.E.W. Board of Examiners for consideration for special contest certificates awards. A nominal examination fee of 10 cents is charged for this service. This fee must be sent for each paper submitted for examination.

The standard for this special contest certificate is the same as the standard for the regular B.E.W. project certificates. Each student whose paper qualifies will receive a beautiful two-color certificate of achievement and will be eligible for membership in the Order of Business Efficiency.

Entry for certification is noncompetitive. Each paper passes or fails on its own merit, regardless of the comparative excellence of other papers.

This certification service is entirely separate from the contest, but the same papers may be used.

7. *How to Ship.* Solutions and all correspondence should be addressed: Department of Awards, THE BUSINESS EDUCATION WORLD, 270 Madison Avenue, New York, New York. Please do not roll or fold papers. Ship by express or first-class mail. (The post office will not permit written or typed matter to be sent by parcel post). If your package weighs more than a pound, express rates may be lower than mail. Consult your Railway Express agent.

8. *The Contest Projects.* Only the projects published in this (the February, 1941) issue of the B.E.W. may be used for the contest. These projects are available also in leaflet form for

student use at 1 cent a copy. See page 558 for an order blank.

9. *Official Judges.* The contest judges will be Clyde I. Blanchard, Miss Dorothy M. Johnson, Milton Briggs, Mrs. Claudia Garvey, and Miss Rhoda Tracy.

Calculation of Winning Scores

The composite score for each competing school will be the sum of three percentages, calculated as follows:

1. The percentage of the total enrollment of the class or classes submitting papers. (This score will be 100 per cent if all pupils in the participating classes send papers. For example, if 72 students in Worth High School participate, in two classes whose enrollment totals 75, that score is 96 per cent.)

2. The percentage of papers submitted that reach a standard of proficiency similar to that used by the Awards Department in awarding the certificates of achievement. (If 67 papers of the 72 submitted by Worth High School are of acceptable quality, that score is 93.05 per cent.)

3. The percentage of papers submitted that rank as superior; papers that would be graded A or Excellent if the examiner were giving school grades. (If 13 of the 72 papers are judged superior, that score is 18.05 per cent.)

The final composite score for Worth High School would thus be 96 plus 93.05 plus 18.05, a total of 207.10 of a possible 300 per cent.

Points That Will Be Considered in Grading

Students' papers will be judged on the following points:

Bookkeeping, Office Practice, and Business Fundamentals

Accuracy, completeness, logical thought, penmanship, attention to instructions, neatness (careful erasures; no marked-over figures; general good appearance), correct spelling, good English.

Business Letter Writing and Business Personality

Attention to instructions, logical thought, clearness of expression, accurate use of

words, proper sentence structure, punctuation, spelling, neatness, tactful dealing with people.

Keep Copies of Contest Papers

One copy of the duplicate entry blank is the only paper that will be returned to the teacher. It is recommended that students keep copies or rough drafts of the papers they submit, so that the keys, which you will receive with your returned entry form, may be used for remedial instruction.

Personnel of the B.E.W. Awards Service

Miss Rhoda Tracy is manager of the Awards Department and director of the transcription division.

Miss Dorothy M. Johnson is director of the business letter and business personality divisions and author of the projects in those subjects.

Milton Briggs, of New Bedford (Massachusetts) High School, is director of the bookkeeping and business fundamentals divisions and author of the projects in those subjects.

AN intensification of the teaching of Spanish and, at the same time, the teaching of English in Central and South America will help to eliminate the language difficulties that now tend to hinder co-operation between Latin America and the United States, according to Alfredo Muniz, associate professor of secretarial science and director of the business teachers' training department, University of Puerto Rico.

If the American businessman deals in Spanish with his brothers south of the border, Professor Muniz reminds us, the possibilities of increasing both his business and his friendship with them are greater. The stenographer who knows Spanish will, accordingly, find an increasing demand for his services.

A closer co-operation between the Americas, Professor Muniz states, will be the result of a better understanding.

H. H. GREEN has been awarded the annual H. Pi Omega Pi scholarship given to a member to carry on graduate study beyond the master's degree.

Mr. Green has for the past year held an instructorship at the University of Pittsburgh and has been working on his doctorate under the direction of Professor Lessenberry.

Official Bookkeeping Project

For Fourth Annual Contest

Prepared by MILTON S. BRIGGS



PRIZES: A silver trophy cup to the school winning first place . . . \$10 cash to the teacher (or teachers) of the group placing first . . . \$5 to the teacher (or teachers) of the group placing second . . . \$5 to the individual winning student . . . \$3 to each of the next three student winners . . . \$2 to each of the next twelve student winners.

PREVIOUS CUP WINNERS: 1938, Immaculate Conception Commercial School, New York. 1939 and 1940, Edgewood High School, Madison, Wisconsin.

EDWIN KING and his wife have always liked boys and girls. Their interest in young people led them to open a retail store that serves the needs and wants of children from one to ten years of age. Under the trade name of Kiddee Korner, the Kings have built a successful business.

In this project you are to keep the business records for King's Kiddee Korner during February. The trial balance in Figure 1 is a summary of the ledger account as of January 31.

Instruction 1

Open ledger accounts and enter the balances shown. Allow five lines for each account. Use February 1 as the date for each balance, and place a check mark (✓) in the Folio column.

You are to use five books of original entry¹ to record the transactions during the month. These five books are illustrated in Figures 2, 3, 4, 5, and 6.

¹For practical purposes the cash book is separated into a Cash Receipts Journal and a Cash Payments Journal. This is done in order to conform with the best current business practice. Two reasons for this are: (1) One side of the cash book usually outruns the other so that it wastes space to keep both sides together, and (2) the side-by-side arrangement in one book prevents division of work in a large business. With a cash account in the ledger, it is not necessary to balance the cash book; balanced cash books are seldom found in business.

KING'S KIDDEE KORNER TRIAL BALANCE, January 31, 1941

1	Cash	303	09		
3	Harold Anderson ..	14	50		
7	George Connolly ..	9	75		
9	Mrs. Francis Farmer	38	92		
11	Herman L. Kolz ...	104	60		
14	Joseph L. Sylvia ...	43	76		
16	Bancroft Williams .	62	28		
18	Merchandise				
	Inventory	3,014	85		
20	Store Equipment ..	892	00		
21	Delivery Equipment	560	50		
22	Aylward-Hatfield Co.			84	00
23	Franklin Furniture				
	Company			136	47
24	Michaud & O'Brien			104	92
26	Plytime Products,				
	Inc.			211	04
29	Santa Claus Toy				
	Shops			96	43
30	William Wilde &				
	Sons			116	66
34	Notes Payable			850	00
35	Edwin King, Capital			2,805	47
37	Purchases	804	34		
38	Purchases Returns				
	and Allowances .			96	72
39	Sales			1,624	48
40	Sales Returns and				
	Allowances	83	90		
41	Advertising	15	75		
42	Delivery Expense ..	12	97		
43	Lighting Expense ..	8	73		
44	Rent	80	00		
45	Salaries and Wages	72	00		
46	Interest Expense ...	4	25		
		6,126	19	6,126	19

FIGURE 1

Instruction 2

On regular bookkeeping paper, or on plain white paper 8½ inches by 11 inches, prepare books of original entry similar to the illustrations. Then make entries for the transactions which follow. *All entries must be made with pen and ink.* You may use both sides of your paper.

The Transactions

February, 1941

- 1 Purchased from Aylward-Hatfield Company, 1171 Bond Street, on account 30 days, 8 Polly Ann Perambulators at \$14.75 each.
- 2 Sent Playtime Products, Inc., a 60-day promis-

sory note for \$211.04. The note bears interest at 5%.

- 2 Sent the Franklin Furniture Company a check for \$100 in part payment of account.
- 3 Made sales on account, net 30 days, as follows:
George Connolly, 14 Fair Street.....\$12.50
Joseph L. Sylvia, 124 Hemlock Street. 9.75
- 4 Received \$50 from Herman L. Kolz in partial settlement of his account.
- 5 Cash sales to date total \$175.87.
- 7 Bought from Santa Claus Toy Shops, 107 North Street, on account, 30 days:
6 Princess Pat Doll Carriages.....@ \$1.75
6 Little Chum Strollers.....@ 1.90
- 7 Paid clerk's wages, \$18
- 8 Returned one of the doll carriages purchased from the Santa Claus Toy Shops on February 7

PURCHASES JOURNAL

Date	L.F.	Account Credited	Address of Creditor	Terms	Order No.	Amount Credited	Purchases Debited

FIGURE 2

SALES JOURNAL

Date	L.F.	Account Debited	Address of Customer	Terms	Sale No.	Amount Debited	Sales Credited

FIGURE 3

CASH RECEIPTS JOURNAL

Date	L.F.	Account Credited	Explanation	Amount Credited	Cash Debited

FIGURE 4

CASH PAYMENTS JOURNAL

Date	L.F.	Account Debited	Explanation	Amount Debited	Cash Credited

FIGURE 5

GENERAL JOURNAL

Date	L.F.	Account Debited	Account Credited	Explanation

FIGURE 6

- and received credit for it at cost price. The carriage was damaged in delivery.
- 9 Received a check from Bancroft Williams in full settlement of the balance of his account on February 1.
 - 10 Paid bill of the *Standard-Times*, local newspaper, for advertising, \$7.50.
 - 10 Sales on account, 30 days:
 - Mrs. Francis Farmer, 21 Union Street..\$4.00
 - Harold Anderson, 381 Shaw Avenue.. 4.38
 - Joseph L. Sylvia 3.75
 - 11 Mrs. Francis Farmer returned part of the merchandise she purchased yesterday. Credit her account for \$1.79.
 - 14 Cash sales for the week total \$204.16.
 - 14 Paid clerk's wages, \$18.
 - 15 Purchased from Playtime Products, Inc., 3641 Belleville Avenue, on account 30 days:
 - 2 doz. Pudgy McCann Toys.....@ \$4.80
 - 10 sets Kantbreak Dishes.....@ .75
 - 17 Mr. King withdrew \$50 in cash for his personal use. (Debit Capital.)
 - 17 Received \$8 on account from Harold Anderson.
 - 18 Sent the Franklin Furniture Company a check to pay the balance due on account, \$36.47.
 - 21 Cash sales during the past week total \$173.27.
 - 21 Paid clerk's wages, \$18.
 - 22 Sent the Maple Street Garage a check for \$6.43 to pay for gasoline and oil used by the automobile delivery truck.
 - 23 Bought from Franklin Furniture Company, 778 Anthony Street, on account, 60 days:
 - 4 Junior Bedroom Suites.....@ \$34.50
 - 6 Nan E. B. Cribs@ 7.90
 - 25 Paid Michaud & O'Brien \$50 on account.
 - 26 Sent William Wilde & Sons a check to close our account, \$116.66.
 - 26 Received \$25 on account from Joseph L. Sylvia.
 - 26 Sales on account, 30 days, were:
 - George Connolly\$ 9.65
 - Mrs. Francis Farmer 12.50
 - 27 Bought a new cash register from The Leading Store Supply Company, \$95. Terms: on account, 2/10, n/30.
 - 27 Mr. King withdrew \$125 for personal use.
 - 28 Cash sales to date total \$164.92.
 - 28 Paid clerk's wages, \$18.
 - 28 Sent the Dorgan Realty Company a check for \$80, rent for month.
 - 28 Paid electric light bill, \$9.01.
 - 28 Bought from Michaud & O'Brien, 211 Hawthorne Street, on account, 60 days:
 - 18 pr. Champion Roller Skates....@ \$1.50
 - 12 Peter Pan Play Yards.....@ 3.40

Instructions 3, 4, 5, and 6

3. Total and rule your Purchases Journal, Sales Journal, Cash Receipts Journal, and Cash Payments Journal.
4. Post all the books of original entry. (Be sure to fill in folio columns as you post.)
5. Make a trial balance. This may be handwritten or typewritten, double spaced.
6. For the contest, submit the five books of original entry and the trial balance taken at the end of February. Do *not* send in the ledger.

The Sample-Copy Problem

THE FOLLOWING IS PART of an article originally published in the October, 1940, issue of the *South Dakota Education Association Journal*:

Recently an editor of a school magazine called on twenty textbook publishers in Chicago. He encountered, so he reports, a universal protest against the selling by schoolmen of review or sample copies to used-textbook dealers, who in turn sell these "free" books to other schoolmen. One publisher stated that the cost of sample or review copies amounted to from 3 to 5 per cent of the total gross revenues for the majority of publishers. He reminded the editor that much of this loss is charged to advertising, whereas this money might better be invested in display space in state association magazines, or used to reduce the present cost of textbooks.

Although admitting their own fault in letting

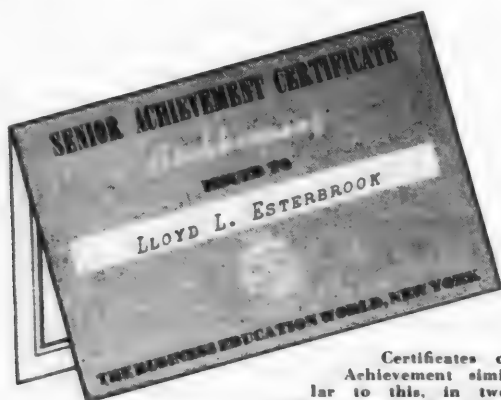
the situation get out of control and for failing to co-operate among themselves, the publishers are especially concerned about the increase in the large number of "committees," each of whom must have sample copies to participate in the selection of a textbook. Often the distribution of samples is greater than the prospective sale.

They protest, too, against the practice of building up a library of sample copies from which administrators or committees mimeograph or publish their own materials for class work.

They object also to the practice of university professors in building up libraries of sample copies for respective "departments," since in many cases the number of review copies collected would exceed the total purchase not only for one year, but for years to come.

They appeal to state education associations to combat this lack of ethics on the part of the teaching profession.

New Users of the B.E.W. Awards Service



Certificates of Achievement similar to this, in two colors, are offered in Business Fundamentals, Business Letter Writing, Transcription, and Business Personality, as well as in Bookkeeping.

IN addition to the many schools that have been using the B.E.W. Awards Service for several years, more than 150 schools joined the ranks of enthusiastic boosters during the months of November and December, 1940. A partial list of these new users of the B.E.W. projects follows:

ARIZONA

Arizona State Teachers College, Flagstaff, John M. Soares.

ARKANSAS

Holy Angels Academy, Jonesboro, Sister Mary Patricia.

CALIFORNIA

Susan M. Dorsey High School, Los Angeles, Miss Winona McGuire.

St. Paul's High School, San Francisco, Sister Mary James Richard.

Santa Barbara Business College, Santa Barbara, Miss Melba L. Russom.

South Pasadena High School, South Pasadena, Mrs. Lucile M. Linn.

Tranquillity Union High, Tranquillity, Miss Mary E. Armstrong.

University High School, West Los Angeles, Miss Margaret Keefe.

CONNECTICUT

Weaver High School, Hartford, Miss Lydia M. Chapman.

Meriden High School, Meriden, Miss Sadie H. Pickard.

WASHINGTON, D. C.

Public Schools of the District of Columbia, Mrs. Irene C. Hypps.

Anacostia Junior-Senior High School, Miss Grace King.

FLORIDA

Bay County High School, Panama City, Miss Mamie Bryant.

ILLINOIS

St. Martin Commercial, Chicago, Sister M. Thomasella.

James Millikin University, Decatur, George M. Hittler.

Elvaston Consolidated School, Elvaston, Miss Alice Bergstrom.

Muldoon High School, Rockford, Sister Clare Charles.

Venice High School, Venice, Miss Faye Cushing.

INDIANA

Reitz High School, Evansville, Miss Inez Ahlering.

Indiana Masonic Home High, Franklin, Miss Eva Keene.

Horace Mann School, Gary, Miss Jennings.

Kentland High School, Kentland, Miss Irol C. Berg.

Ball State Teachers College, Muncie, Miss Frances R. Botsford.

Sarah Scott Junior High School, Terre Haute, Miss Norene Raines.

IOWA

St. Angela Academy, Carroll, Sister M. Ancilla.

St. Columbkille, Dubuque, Sister Mary Redempta.

Glenwood High School, Glenwood, Miss Lois Saylor.

Le Mars, Sisters of Christian Charity.

Manchester High School, Manchester, Miss Mae M. Hanlon.

Mason City High School, Mason City, Miss Grace A. Barnard.

Cook's Secretarial School, Oelwein, Miss Ethel B. Cook.

Thornburg High School, Thornburg, Miss Margaret Heinsen.

KENTUCKY

St. Catherine Junior College, St. Catherine, Sister Mary Frances, O.P.

MAINE

John Bapst High School, Bangor, Sister Mary Hostia.

Kennebec School of Commerce, Gardiner, Mrs. Arleen Littlefield.

MARYLAND

Strayer, Bryant & Stratton College, Baltimore, Miss Katherine M. Snyder.

Baltimore, Miss Rosalie Weisengoff.

Surrattsville High School, Clinton, J. D. Rosevich.

MASSACHUSETTS

Boston University, Boston, Miss Mary E. Graham.

(Continued on page 526)

Official Business Fundamentals Project

For Fourth Annual Contest

Prepared by MILTON S. BRIGGS



PRIZES: A silver trophy cup to the school winning first place . . . \$10 cash to the teacher (or teachers) of the group placing first . . . \$5 to the teacher (or teachers) of the group placing second . . . \$5 to the individual winning student . . . \$3 to each of the next three student winners . . . \$2 to each of the next twelve student winners.

PREVIOUS CUP WINNERS: 1938, St. Paul's School, Reading, Pennsylvania. 1939, Sacred Heart School, Wauwatosa, Wisconsin. 1940, Saint Ann's Academy, Marlboro, Mass.

MUCH of the work in any business office consists of checking your own work or the work of somebody else. All bills received, invoices to be sent to customers, sales slips, sales reports, and business records are usually checked, and sometimes double-checked, to insure against errors.

A mistake is an opportunity to learn. In this project you are to locate mistakes in the work of others. You are to be employed in the office of the Pioneer Products Company, Inc. The principal requirements of your position are a knowledge of arithmetic funda-

mentals, ability to follow instructions, accuracy, neatness, legible handwriting, alertness, patience, and a determination to succeed.

Part A

Figure 1 shows a weekly sales report. Three figures in this report are incorrect; there is also an error in the alphabetical arrangement of the salesmen's names.

On a sheet of plain white paper, 8½ by 11 inches in size, copy Figure 1, and make the necessary corrections in figures and in the alphabetical order of names. Use pen and ink. Make all figures clear and uniform in size.

Part B

Figure 2 shows one sheet of a merchandise inventory record. An inventory, as you probably know, is a record of merchandise on hand unsold and is usually prepared once or twice a year. To "take" an inventory, it is necessary to count or weigh the units of each kind of merchandise in stock. The value of the inventory is determined by multiplying the latest cost price by the quantity on hand. (The market price may be used if that is lower than the cost price.)

In Figure 2 three mistakes in multiplication have been made. On the back of the paper you used for Part A, copy and complete Figure 2. Use the *upper half* of the paper. Make necessary corrections. Use pen and ink.

THE PIONEER PRODUCTS COMPANY, INC.
WEEKLY REPORT OF SALES
For Week Ending February 8, 1941

Name of Salesman	Total Sales for Week	Sales Returns	Net Sales
Booth, Harry	432 98	10 60	422 38
Cohen, Samuel	381 04	38 12	342 92
Harmon, Frank	307 60	12 00	295 60
Laforge, Robert	296 17	00	296 17
MacKnight, Harold . .	382 09	24 18	358 91
Morin, Leo	401 96	76 04	325 92
Press, Donald	414 78	9 50	405 28
Pickett, Norman	389 43	00	389 43
Souza, Louis	325 84	4 00	321 84
Stetson, John	286 52	12 92	173 60
Wilcox, Benjamin . . .	312 17	00	312 17
Young, James	336 26	30 50	305 76
Totals	4,266 84	217 86	3,949 98

FIGURE 1

Part C

Mr. Patterson, office manager, dictated a letter of recommendation for an employee. When the girl who was "trying out" for her job typed the letter, she neglected to consult the dictionary and made three errors in spelling! Here is the letter as it was typed:

February 8, 1941

To Whom It May Concern:

Dolores Delmar worked as a general office clerk under my supervision during the past two years. During that time she has been an efficient employee and I do not hesitate to recommend her for general office work. Miss Delmar is amiable and co-operative, and her fine character commands the respect of her fellow employees.

In the *lower half* of the paper you used for Part B, copy the letter and correct the errors in spelling. Use pen and ink. Consider this a penmanship test.

Submit the Following for the Contest

- Corrected Weekly Report of Sales.
- Corrected Merchandise Inventory Record.
- Corrected Letter of Recommendation.

THE PIONEER PRODUCTS COMPANY, INC.

MERCHANDISE INVENTORY RECORD SOAP DEPARTMENT

Sheet No. 4

Date: December 31, 1940

Quantity on Hand	Description of Merchandise	Unit Price	Extension
38 cases	Sunny Monday	4 20	159 60
20 cases	Pioneer Pride	3 90	78 00
8 cases	K. K. Kleanser	3 70	29 60
19 cases	Danish Cleaner	4 25	80 75
17 cases	Washday Smile	3 16	54 32
42 cases	Big Bar	3 48	136 06
12 cases	Dainty Flakes	4 12	49 44
16 cases	Old Tar	4 25	68 00
29 cases	American Beauty	5 17	149 93
30 cases	My Own	4 00	120 00
24 cases	Annescot	4 08	97 92
18 cases	Vitality	3 96	71 28
22 cases	Vanity Fair	4 50	99 00
56 cases	Everybody's	3 95	221 40
	Total		1,415 30

FIGURE 2

New Users of the B.E.W. Awards Service

(Continued from page 524)

Clinton High School, Clinton, Miss Mildred E. Gannon.

Dover High School, Dover, Miss Dorothy McDonough.

Fitton High School, East Boston, Sister Helen Julie.

Thibodeau Business College, Fall River, Miss Helen G. Amiot.

Gloucester High School, Gloucester, Mrs. Marion F. Woodruff.

New Bedford High School, New Bedford, Allen P. Keith.

Dartmouth High School, North Dartmouth, Leslie P. Robinson.

Hawthorne Institute, Salem, Miss Dorothy D. Lutes.

Saint Ann's School, Webster, Sister Jacqueline Marie, S.S.A.

Salter Secretarial School, Inc., Worcester, Miss Ruth High.

MICHIGAN

Ferris Institute, Big Rapids, Miss Marjorie Hunsinger.

Calumet High School, Calumet, Miss Margaret Cavin.

Maier's Business College, Kalamazoo, Miss Edna G. Kirby.

Acme Business College, Lansing, Mrs. Irene Hargrave.

The Business Institute, Pontiac, Miss Mary A. Kaufman.

High School, Rice Lake, Miss Margaret Ryan.

Saginaw High School, Saginaw, Miss Catherine M. Riggs.

Roosevelt High School, Wyandotte, Miss Hollis Powell.

MINNESOTA

Appleton Public Schools, Appleton, Miss Velma L. Rogers.

Greenway High School, Coleraine, L. E. Eichman.

Winona Secretarial School, Winona, Miss Mary R. Hickey.

MISSISSIPPI

George S. Gardiner High School, Laurel, Miss Ruth B. Kethley.

MISSOURI

Goodman High School, Goodman, Dale Morris.

Joplin Junior College, Joplin, Miss Vera M. Steininger.

(Continued on page 528)

Official Office Practice Project

For Fourth Annual Contest

Prepared by CLAUDIA GARVEY



PRIZES: A silver trophy to the school winning first place. . . . \$10 cash to the teacher (or teachers) of the group placing first. . . . \$5 to the teacher (or teachers) of the group placing second. . . . \$5 to the individual winning student. . . . \$3 to each of the next three student winners. . . . \$2 to each of the next twelve student winners.

PREVIOUS CUP WINNERS: 1939, St. Mary's School, Lawrence, Mass. 1940, House of the Good Shepherd, Wauwatosa, Wis.

IN this project you are to demonstrate your knowledge of details with which every typist-clerk or stenographer-clerk must be familiar. You will also have an opportunity to express yourself, proving your command of the English language.

As you know, the position of typist-clerk or stenographer-clerk is the steppingstone to better positions. When a better position opens, will you be chosen to fill it because of your ability to do your work with strict attention to detail, ability to follow instructions, and the neatness of the work produced?

Part A

Explain each of the following in 25 words or less:

1. What is meant by a "stop-over privilege" on a train trip?
2. How would you indorse your superior's pay check if he asked you to deposit it for him during his absence?
3. How much postage would be required to send a letter weighing one and one-half ounces by air mail within the United States?

Instruction 1

Write your answers on a sheet of plain white or composition paper, 8½ by 11 inches in size, *using pen and ink.*

Part B

Condense into a ten-word, full-rate fast telegram the contents of the following letter:

We are sending to your business manager a correct list of all the purchases made by your school. From our recent experience, we believe we are in a position to say that goods of this particular nature are exceedingly difficult to sell if carried over until the next season. We would suggest, therefore, that you purchase only enough to meet the requirements of the present season.

Instruction 2

On the same side of the paper on which you answered Part A, write *in your best penmanship* the telegram required in Part B. No address or signature required—just the ten words of the telegram.

Part C

The following names and addresses are arranged in alphabetic order by name. You are to rearrange the list in *geographic* order in accordance with correct filing procedure. (Example: Therese Mahoney, Mansfield, Arkansas, becomes Arkansas, Mansfield; Mahoney, Therese).

James J. Backman, East Syracuse, New York

Joseph Batiste, Mt. Pleasant, Pennsylvania
Alice Belmont, Virginia City, Nevada

Rose Boston, Farina, Illinois
 Thomas Brickman, Lincoln, Nebraska
 Charles Chapman, Miami, Florida
 Marcella Craven, Shelton, Connecticut
 Ruth Cromart, West Blocton, Alabama
 Adeline Hancock, Neosho, Missouri
 Elsie Hemmerly, Kingston, New Hampshire

William Hogie, Fort Benton, Montana
 Virginia Jones, Castleton-on-Hudson, New York

Ardmore Keith, New Bedford, Massachusetts

Carlos M. Kelly, Leadville, Colorado
 Louise M. Kieke, Albuquerque, New Mexico

Doris Little, Gulfport, Mississippi
 Adele Littlefield, Gardiner, Maine

Stella M. Lobacz, Amesbury, Massachusetts

Therese Mahoney, Mansfield, Arkansas
 Doris McDonough, Dover, Massachusetts
 Amie L. Neville, Garfield Heights, Ohio
 Emma R. Oakes, Fullerton, Kentucky
 Marshall C. Oakes, Nazareth, Pennsylvania

James D. Ostrey, Calexico, California
 Ellen C. Thomas, Hazel Park, Michigan

Instruction 3

On the back of the same paper you used for Parts A and B, write in pen and ink or

on the typewriter the list of names and addresses, arranging them in geographic order. Make sure that all personal names and place names are spelled correctly.

Part D

From the information given below, prepare *one* graph—either a line or a vertical bar graph.

GENERAL PRODUCTS CORPORATION

Year	Salesmen's Expenses	Total Expenses
1931	\$ 8,500	\$ 91,000
1932	5,500	90,500
1933	11,000	81,000
1934	17,500	97,500
1935	13,000	92,000
1936	17,500	94,500
1937	14,500	90,000
1938	18,000	98,500
1939	20,500	99,500
1940	21,000	101,000

Instruction 4

You may use regular graph paper for this part, or plain paper, 8½ by 11 inches in size. You may type or write the figures and year dates.

Submit the Following Items for the Contest:

Part A. Three statements of 25 words or less.

Part B. Ten-word telegram.

Part C. List arranged in geographic order.

Part D. A line or vertical bar graph.

New Users of the B.E.W. Awards Service

(Continued from page 526)

Northeast High School, Kansas City, Miss Winifred Weatherman.

MONTANA

School District No. 10, Conrad, Miss Marie K. Gort.

NEBRASKA

Friend High School, Friend, Miss Hazel Powell.
 Union College, Lincoln, Miss Theresa Brickman.

Norfolk College of Business, Norfolk, Mrs. R. L. Dougherty.

Norfolk High School, Norfolk, Miss Jean Zook.
 St. Mary's Academy, O'Neill, Sister Mary Teresita.

NEW HAMPSHIRE

McIntosh Business College, Dover, Miss Barbara Noyes.

New Hampshire School of Accounting and Finance, Manchester, Mrs. C. E. Bouchard.

Spaulding High School, Rochester, Mrs. Eva L. Stevenson.

NEW JERSEY

St. Paul of the Cross School, Jersey City, Sister Maria Loyola.

Bayley High School, Morristown, Sister Frances Rita.

Passaic High School, Passaic, Miss Evelyn Messenger.

Junior-Senior High School, Princeton, Miss A. Myrtle Hensor.

NEW YORK

Manual Training High School, Brooklyn, Mrs. C. C. Roy.

Camden High School, Camden, Miss Anna P. Onsrud.

Liberty High School, Liberty, Miss Hannah Marvin.

(Concluded on page 533)

Official Business Letter Writing Project

For Fourth Annual Contest

Prepared by DOROTHY M. JOHNSON



PRIZES—College Division: A silver trophy cup to the school winning first place. . . . \$10 cash to the teacher (or teachers) of the group placing first. . . . \$5 to the teacher (or teachers) of the group placing second. . . . \$5 to the individual winning student. . . . \$3 to each of the next three student winners. . . . \$2 to each of the next twelve student winners. *High School Division:* Prizes identical with those listed above.

PREVIOUS CUP WINNERS—College Division: 1938, Women's College, University of North Carolina, Greensboro. 1939, Central Y.M.C.A. College, Chicago. 1940, Indiana State Teachers College, Terre Haute.

High School Division: 1938, Township High School, Joliet, Illinois. 1939, 1940, Albuquerque High School, Albuquerque, New Mexico.



FOR this project, you are to assume that you are the secretary of the Chamber of Commerce of Whitefish, Montana. (Yes, there is such a place. It's my home town.)

You have just received the following letter, which you are to answer.

Standard Products Distributors
2246 Grove Street
New York City

February 15, 1941

Chamber of Commerce
Whitefish, Montana

Gentlemen:

A friend of mine who has been out your way has been telling me about the fur-bearing fish that are found in your vicinity. I don't mind saying that I didn't believe him until he showed me a mounted specimen hanging in his own trophy room.

I don't propose to give away any business secrets, but I'll admit I am thinking of using a picture of the fur-bearing fish in a sales-promotion campaign—that is, in printed matter for distribution to our salesmen and retail outlets, not for advertising to the general public. The series is not entirely planned yet, but it may be something about "Little-Known Wonders of Nature."

I could have a photographer take a picture of the fish my friend has on the wall of his den, but it would be better in natural surroundings—spilling out of a fishing creel, for instance. And to make the whole business add up to some fun for the undersigned, I propose to take my vacation in your vicinity and catch at least one of

these fur-bearing fish myself. Herbert Orson, the nature photographer, may come along with me to get this and other pictures.

Here are some questions I'd like to have answered:

When is the fishing season out there?

How far into the mountains will we have to go to reach the habitat of the fur-bearing fish?

Can we get a competent guide who will furnish pack horses and camp equipment?

Do we need any special fishing tackle?

Sincerely yours,

HAROLD P. BANKWOODIE
Promotion Manager

The trouble is that there aren't any fur-bearing fish to catch! Mr. Bankwoodie has seen one, all right, and it did have fur, but it came from the shop of the Karstetter Brothers, who are taxidermists in Whitefish. You'd better break this news gently!

Jim Hicken, a railroad official in Whitefish, imagined this finny phenomenon. The local taxidermist built one for him. The local photographer took a picture of it, and now it's famous. The Chamber of Commerce has used post card pictures of it (all in fun) for several years. Karstetter Brothers sell mounted specimens for about \$18; the Boy Scouts sent one as a gift to President Roosevelt two or three years ago.

Mr. Bankwoodie isn't the first person to be fooled. You must be tactful in explain-

ing, so that he will not be embarrassed because of his gullibility. You want his good will for two reasons:

1. The tourist trade is important to Whitefish businessmen; you want people to come there to spend their vacations—and some money.

2. If Mr. Bankwoodie uses the fur-bearing fish in sales-promotion literature, that will be fine publicity for the town of Whitefish. It will be a triumph for you, too, because your job is to get publicity.

Details of the Fabulous Fur-Bearing Fish

So that you can visualize this piscatorial prodigy, let me explain that it has the head and tail of a trout, but the body is covered with soft fur, the color and nature of which depend on what scraps of pelts the taxidermist has handy. The fish is about eight or ten inches long, usually.

News about the fish has really got around. Robert Benchley, the humorist and motion-picture comedian, wrote a short article about it, entitled "Bad News," which was published in his book, *My Ten Years in a Quandary*. He didn't mention the name of the town, though, and what he really said about the fur-bearing fish was that he didn't want to hear any more about it.

National Geographic magazine published a short article about the fur-bearing fish a year or two ago; the ichthyologist who wrote the article stated plainly that fish *couldn't* have fur. A rumor has to be widespread before an expert will take the trouble to disprove it!

One of the tall tales they tell about the fur-bearing fish is that it has to have fur because it lives in water so cold that an ordinary scaly fish would freeze solid. When it is removed from the water to the air, they say, the change in temperature causes it to explode so that the fur comes off all in one piece, suitable for mounting. The non-furry part, the old-timers assure the credulous listener, will keep an ice-box cold for three months.

More Details You May Need

Here is some information you may wish

to use in answering Mr. Bankwoodie's letter:

Whitefish is a railroad town of about 3,000 population, situated in northwestern Montana, in the Rocky Mountains. Excellent highways lead to it, and the forest wilderness has been penetrated in many directions by roads constructed by the C.C.C., so that fishermen and hunters can go far into the mountains by car. There are countless forest trails for sportsmen who prefer to do things the hard way.

The fishing season is open all year except from March 14 to May 21. The mountain country is full of lakes and rushing streams, and the fishing is wonderful.

The town of Whitefish is at the foot of Whitefish Lake, which is six miles long, clear as crystal, and seemingly bottomless in some places. The town got its name because the whitefish used to be so thick that the early settlers dipped them up in buckets. This can't be done any more, of course.

You can find one or more competent guides for visitors. The guides will supply pack horses, camping equipment, and thorough knowledge of the country.

Don't promise cowboys and longhorn cattle. Cattle don't thrive in mountain forests. Whitefish is a modern western town; it does not have stage coaches or Vigilantes, and the law officers haven't had to shoot at anybody since summer before last.

Instructions

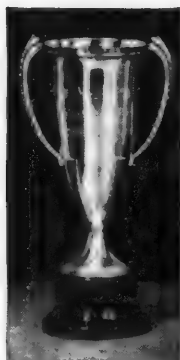
Your letter should accomplish three purposes: (a) explain the hoax without humiliating Mr. Bankwoodie; (b) persuade him to spend his vacation in the vicinity of Whitefish, Montana; and (c) persuade him to go ahead with his idea of using the fur-bearing fish in his sales-promotion literature—not as one of Nature's wonders, but in some other way: as a refinement over nature, or as a triumph of the imagination. Type your letter if possible, and try to confine it to one page.

Remember that competition will be keen. You cannot afford to neglect correct spelling, the rules of grammar, and sensible punctuation.

Official Business Personality Project

For Fourth Annual Contest

Prepared by DOROTHY M. JOHNSON



PRIZES: A silver trophy cup to the school winning first place. . . . \$10 cash to the teacher (or teachers) of the group placing first. . . . \$5 to the teacher (or teachers) of the group placing second. . . . \$5 to the individual winning student. . . . \$3 to each of the next three student winners. . . . \$2 to each of the next twelve student winners.

PREVIOUS CUP WINNERS: 1939, Chatham High School, Chatham, New York. 1940, St. Mary's School, Lawrence, Massachusetts.

A PROBLEM IN INITIATIVE

THE other day you answered, by letter, a help-wanted advertisement in the *Journal and Review*, a daily newspaper published in a large city where you are visiting relatives and, incidentally, looking for a job. The businessman who had placed the advertisement telephoned you yesterday and asked you to call at his office for an interview today at two o'clock. You know you are near his office now, but you discover that you have lost the card bearing his name and office address. It is now twenty minutes to two.

You *might* just say good-bye to your chance of getting a job, but you don't want to give up so easily. You want to find out that name and address. It appeared in the *Journal and Review* four days ago, but newsstands don't have old papers on hand.

Assignment A

How will you use your ingenuity to get the businessman's name and address so that you can keep your appointment? (Something like this really happened to me once, in a strange city, but the ad was a "blind" one. That made my task harder.) In not more than 25 words, explain just how you would find out the lawyer's name and address.

A PROBLEM IN JUDGMENT

You got that job you were looking for in Assignment A. One of your first assignments is to attend a public meeting and take notes of everything that happens, getting as much of the proceedings verbatim as possible. You aren't a real court reporter, so you haven't got everything word for word, but you have the gist of the whole thing in shorthand in your notebook.

A pleasant stranger, who has been watching you write, comes up to you and says, "What would you charge me for a transcript of your notes? I got some of it in long-hand, but I missed a lot of the arguments."

You attended the meeting on your employer's time, by his order. You don't know why he wanted you to report the meeting. You don't know this other man at all.

Assignment B

Write down the exact words you would use in answering the stranger's request. Use not more than 35 words.

A PROBLEM IN TACT

Tact is "nice discernment of what is appropriate to do or say in dealing with others without giving offense." A tactful person is a considerate person. It is easy enough to be frank, but frankness un-

adorned is not always to be recommended. It is possible to speak honestly, effectively, and still kindly.

A friend of yours, Lee Harmsworth, deserves to be promoted from file clerk to the position of secretary to the comptroller. This position will be open soon, because the present secretary is resigning to be married. Lee is a conscientious worker with several years' experience and ought to have that promotion, but may not get it because of an unpleasant manner when speaking on the telephone.

(Note: Young women who are solving this contest project are to consider Lee as a girl's name. Young men contestants are to visualize Lee as a young man. And your author is having a hard time dodging pronouns that will make Lee definitely one or the other!)

Somewhere, Lee got the idea that a brusque, commanding tone sounded efficient and businesslike. In face-to-face conversation, Lee is as pleasant as anyone could wish, but even you, as a close friend, are often annoyed at the unfriendly voice that greets you when you telephone the filing department.

In the secretarial job that Lee would like to get, such brusqueness in telephone conversations will not be tolerated. This fault, unless it is corrected, will keep Lee from getting the promotion. The comptroller's secretary called you in this morning and spoke to you this way:

"I wonder if you could suggest to Lee Harmsworth that whoever follows me in this job simply must have a pleasant telephone voice? You're good friends; maybe you can put this over. If you can't—well, there are others in the organization besides Lee who can do the work well enough. I simply want to give Lee a chance."

Assignment C

Write down the actual words you would use in conversation to make Lee aware of the fact that the only thing standing in the way of a very desirable promotion is a telephone manner that can easily be changed. (Use not more than 35 words.)

A PROBLEM IN FORESIGHT AND PERSUASION

You have been working for only a few months. As a beginner, you have a catch-all job—you run a duplicating machine, help out with odd jobs in various departments, put mailing pieces in envelopes when a direct-mail campaign is under way, and so forth. Your chief is the advertising manager, but you really take orders from almost everybody. You would like to prove that you can do more difficult work in which your thorough business training could be put to use, and you have thought of a way to make a better job for yourself.

You have learned, by examining the contents of the storeroom in which stationery and office forms are kept, that more than 300 different kinds of forms are kept on hand. Often, the supply of some one form is exhausted before someone remembers to reorder. Your only responsibility at present with regard to these forms is to keep them straight on the shelves.

You have decided to suggest to the advertising manager that you be put in complete charge of all these supplies. You believe you could find out which forms are no longer used and should be discarded. You could make more room in the storeroom by discarding the forms no longer used. You could find out how many forms are used in the course of a year, and what printing processes would save money when new ones are to be ordered. You could keep a record of orders and costs, and, after a few months, could tell when and how many to reorder.

You could keep track of things so that no form would suddenly be all used up before anyone knew about it.

You would like to undertake this self-imposed task without asking for an increase in salary, because you think an increase would come later after you have proved the workability of your plan.

You can't go ahead until you have the advertising manager's permission and cooperation, and so you must explain the situation and what you want to do to improve it.

You must do this tactfully, however, because theoretically he is supposed to have been keeping track of the supplies himself, although neither he nor his predecessor has ever had time or enthusiasm for the job. He will very likely let you go ahead if you state your case effectively and if you avoid any suggestion that his own management of the storeroom has been inefficient.

You could state the whole matter easily in a written memorandum, but it would seem strange to write to him when you see him several times a day and do most of your work right outside his office door. You have, therefore, spoken to him this way: "Mr. Wilmerding, I have a suggestion to make about the supplies in the storeroom, but it will take a few minutes to explain. Will you let me know when you have time

for me to talk about it sometime soon?"

Now the time has come. His secretary has just looked out of his office and said, "Mr. Wilmerding says he can talk to you now." And in you go.

Assignment D

How will you state your case to Mr. Wilmerding? Write down, in dialogue form, the actual words you would say, the questions you think he would ask, and how you would answer them.

INSTRUCTIONS

Answer Assignments A, B, C, and D. Typewrite your answers if at all possible. Single space, so as to save paper and postage. Center the assignment identification in each instance, and indent at the beginning of each paragraph.

New Users of the B.E.W. Awards Service

(Continued from page 528)

Evander Childs High School, New York, Mrs. L. Bertschi.

Nazareth College, Rochester, Miss Loretta Kercher.

Most Holy Rosary High School, Syracuse, Sister M. Coronata.

NORTH CAROLINA

Carolina Business School, Charlotte, Mrs. Elizabeth S. Watkins.

Woman's College, Greensboro, Miss Patty Spruill.

OHIO

Amherst High School, Amherst, H. E. Haines. Glenville High School, Cleveland, Miss William M. Brownfield.

Marymount High School, Cleveland, Sister Mary Basiliana.

Glandorf High School, Glandorf, Robert Krieghaum.

Johnstown High School, Johnstown, Miss Marjorie Gross.

Lake County Business College, Painesville, Miss Leona Zinnel.

Concord Rural School, Urbana, Miss Georgia M. Rush.

OKLAHOMA

Holdenville Junior College, Holdenville, Mrs. J. C. Glenn.

Oklahoma A. & M. College, Stillwater, C. L. Littlefield.

PENNSYLVANIA

Biglerville Public Schools, Biglerville, Dale Smith.

William Penn High School, Harrisburg, S. Carroll Miller.

Mansfield High School, Mansfield, F. Laudenslayer.

Little Flower Catholic High School, Philadelphia, Sister Lawrence, S.C.C.

John W. Hallahan Catholic Girls High School, Philadelphia, Sister M. Marita, O.S.F.

St. Ann's Academy, Wilkes-Barre, Sister Mary Elizabeth.

RHODE ISLAND

Central High School, Providence, Miss Catherine V. Levere.

SOUTH CAROLINA

Tamassee D.A.R., Tamassee, Miss Florence McGill.

TENNESSEE

Bob Jones College, Cleveland, Mrs. Esther Unger.

TEXAS

Amarillo Senior High School, Amarillo, Miss Velma Shows.

Denton, Miss Elizabeth Gregory.

University of Houston, Houston, Mrs. Addie B. Small.

VIRGINIA

State Teachers College, Radford, Miss Dorothy McDaniel.

WEST VIRGINIA

Elk District High School, Elkview, A. B. Baxter.

Weir High School, Weirton, William Cadugan.

WYOMING

Midwest High School, Midwest, Miss Hazel Richards.

ALASKA

Ketchikan, Zoe Rae Sanders.

NOVA SCOTIA

St. Ambrose Convent, Yarmouth, Sister Anna Teresa.



Achievement Tests in American Business Law

R. ROBERT ROSENBERG, Ed.D., C.P.A.

4. The Law of Agency, Partnerships, Corporations, Real Estate, and Social Legislation

THE following examination, on the Law of Agency, Partnerships, Corporations, Real Estate, and Social Legislation, is the last in a series of four.

The first, on the Law of Contracts, appeared in the BUSINESS EDUCATION WORLD for October, 1940. The second, on the law of Sales of Personal Property and Bailments and Carriers, was published in November. The third, on the Law of Negotiable Instruments, Guaranty and Suretyship, and Insurance, appeared in December.

Each examination consists of two parts, each requiring 20 minutes: a true-false test of sixty statements, and a matching test containing twenty expressions. The correct answer is shown in parentheses after each statement and expression.

If desired, each part of the examination may be divided, making four 10-minute tests. The matching test is constructed so that the first fifteen words or phrases in Column I and the first ten expressions in Column II may be used as a 10-minute test, and the remainder as a second 10-minute test. The true-false test may be similarly divided into two tests, each containing thirty statements and requiring 10 minutes.

Permission is granted to teachers to duplicate these tests for free distribution to their own students.

4. The Law of Agency, Partnerships, Corporations, Real Estate, and Social Legislation

TRUE-FALSE TEST

Average Time, 20 Minutes

The truth or falsity of each of the following statements depends on the italicized words in the statement. If the statement is

true, write *T* in an answer column at the extreme right; if false, write *F* and, in parentheses, write the word or phrase that will make the statement correct. (The answer column is omitted here to save space, and the answer follows directly after the statement.)

1. An *agent* is a person authorized to represent another . . . (T)
2. The signature, "Frederick Herbert, Agent," binds *only Frederick Herbert* . . . (T)
3. The signature, "Frederick Herbert, Agent for George Rose," binds *George Rose* . . . (F—Frederick Herbert)
4. A person who acts for another without authority to do so is *personally liable* . . . (T)
5. A *general agent* is one who is delegated to act for his principal only in a particular transaction under specific instructions . . . (F—special agent)
6. A *minor may act* as an agent . . . (T)
7. A principal who accepts the benefits of an unauthorized act of his agent *must also accept the penalties* . . . (T)
8. The signature, "George Rose, by Frederick Herbert, Agent," binds *Frederick Herbert* . . . (F—George Rose)
9. Ratification by the principal of the acts of his agent, performed by the agent outside the scope of his authority, *must be in writing* . . . (F—need not be in writing)
10. An agent *can always* appoint another to act in his place . . . (F—cannot always)
11. Partners *are* individually liable for the debts of the partnership . . . (T)
12. The death of one of the partners *dissolves* the partnership . . . (T)
13. The profits of a partnership *are always* divided equally . . . (F—are not always)
14. A partnership *may be formed* by an oral agreement . . . (T)
15. A *secret partner* is one not known to the creditors as being a partner . . . (T)
16. A *nominal partner can be held* liable for the debts of the firm . . . (T)
17. An *outgoing partner cannot be held* liable for future debts of the firm, even if he does not

notify the creditors of the partnership that he has severed his connections with the firm.... (F—can be held)

18. A partner who lends money to the firm is *entitled to interest* on the loan as if he were a creditor.... (T)

19. If one of two partners becomes ill, the other partner is *entitled* to extra compensation for doing the work of both.... (F—is not entitled)

20. A notice by a third party to one partner is *considered* as notice to all the partners.... (T)

21. A corporation is *not dissolved* when a stockholder transfers his interest in it.... (T)

22. The corporation, *not its stockholders*, owns the property of the business.... (T)

23. An *ultra vires* contract that has been executed by all the parties to it, *will not* be set aside by the court.... (T)

24. Stock that was issued by a corporation and returned to it as a gift from a stockholder is called *preferred stock*.... (F—treasury stock)

25. The *capital* of a corporation consists of the profits made by the business, which have not yet been distributed to the stockholders.... (F—surplus)

26. *Watered stock* is stock issued in excess of the true value of the assets owned by the corporation.... (T)

27. The *stockholders* elect the president and the other officers of the corporation.... (F—directors)

28. The *market value* of stock is the fixed value of a share as indicated in the charter of the corporation.... (F—par value)

29. A corporation doing business in a state in which it is not incorporated is known as a *foreign corporation*.... (T)

30. A minor *may not* own stock in a corporation.... (F—may)

31. Real property *may be acquired*, under the right of eminent domain, for the construction of a private sanitarium.... (F—may not be acquired)

32. An estate *passes to the state* if the owner of property dies leaving no heirs.... (T)

33. Mortgages should always be recorded for the protection of the *mortgagor*.... (F—mortgagee)

34. *Curtsey* is the husband's right to a life estate in the real property of his wife.... (T)

35. A copy of the records relating to the title of a piece of real estate is called an *abstract of title*.... (T)

36. Fruit trees are considered *real property*.... (T)

37. An estate *in fee simple* is an estate created to last during the lifetime of a person.... (F—life estate)

38. *Emblements* are crops that are grown annually by the labor of man.... (T)

39. An estate *in severalty* is an estate, the ownership to which is vested in one person.... (T)

40. A lease, conveying land to a tenant for a period of years, is considered the tenant's *personal property*.... (T)

41. A lease for a two-year period *must be* in writing to be enforceable.... (T)

42. A mortgage on real estate is considered *real property*.... (F—personal property)

43. A will must be signed by the testator and by *at least two witnesses*.... (T)

44. A codicil is a *deed to real estate*.... (F—an addition to a will)

45. A wife *may be deprived* of her dower rights by her husband without her consent.... (F—may not be deprived)

46. A deed *becomes effective* as soon as it is signed and sealed.... (F—does not become effective)

47. A real-estate mortgage is considered a *lien* on the property.... (T)

48. Notice *is necessary* in order that a month-to-month tenancy may be terminated by either party.... (T)

49. An assignment of a mortgage *must be* in writing and under seal.... (T)

50. A landlord *does not* have to make repairs unless the lease so states.... (T)

51. Workmen's Compensation Laws usually provide that if the employee contributes, through negligence, to his injury, he *cannot* recover compensation from the principal.... (F—can)

52. The old-age division of the Social Security Act *provides a plan* under which a worker may retire at the age of sixty-five and receive a monthly payment from that time until he dies.... (T)

53. Benefits under the Federal Old-Age Insurance Law are paid to the worker by the Government *only if he is* in actual need of them.... (F—even if he is not)

54. Monthly benefits under the old-age division of the Social Security Act became payable *January 1, 1940*.... (T)

55. The Federal Unemployment Compensation Law is designed to aid workers who are unemployed *for relatively short periods of time* only.... (T)

56. The Federal Unemployment Compensation Law *does not apply* to persons who are out of work because of physical disability or old age.... (T)

57. The unemployment division of the Social Security Act provides for a federal tax *on employees as well as on employers*.... (F—on employers only)

58. The Wage and Hour Law *seeks to abolish* child labor.... (T)

59. The Federal Fair Labor Standards Act applies only to persons engaged in *interstate commerce*.... (T)

60. The National Labor Relations Act *has for its purpose* the protection of the rights of labor.... (T)

MATCHING TEST

Average Time 20 Minutes

ON a sheet of paper, write the numbers of the expressions in Column II. Choose the word or phrase in Column I that is most closely related to each expression. Then write, after each number from Column II, the corresponding number of the correct word or phrase in Column I. The number of the correct answer is shown here in parentheses after each statement.

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Power of Attorney 2. Del credere agent 3. Gratuitous agent 4. Ratification 5. Silent partners 6. Special partner 7. Special agent 8. Agency coupled with an interest 9. Certificate of stock 10. Dividends 11. Charter 12. Proxy 13. Surplus 14. Board of directors 15. Preferred stock 16. Mortgage 17. Will 18. Deed 19. Codicil 20. Fee simple 21. Emblements 22. Life estate 23. Workmen's Compensation Insurance 24. Real property 25. Dower 26. Right of eminent domain 27. Lessee 28. Foreclosure 29. Warranty deed 30. Delivery in escrow | <ol style="list-style-type: none"> 1. The profits of a corporation distributed among the stockholders . . . (10) 2. A legal document formally creating an agency . . . (1) 3. A person who acts for another without expectation of compensation . . . (3) 4. A partner who takes no part in the conduct of the business and whose liability is limited to the amount he has invested . . . (6) 5. The written instrument under which the corporation functions . . . (11) 6. A stockholder's evidence of ownership in a corporation . . . (9) 7. The acceptance by a principal of the acts of a person who has acted as agent for him without authority . . . (4) 8. An agent who guarantees his principal that, if the buyer does not pay for goods sold on credit, he himself will pay for them . . . (2) 9. Partners known to the public though inactive in the firm . . . (5) 10. Corporation profits that have not yet been distributed to the stockholders as dividends . . . (13) 11. Crops grown annually by the labor of man . . . (21) 12. The conditional conveyance of realty as security for a debt . . . (16) 13. The written instrument disposing of property after the death of the owner . . . (17) 14. An addition to a will which modifies it . . . (19) 15. The complete and absolute ownership of real property . . . (20) 16. Protection of employers against damage suits for injuries to their employees . . . (23) 17. A certificate representing ownership of real estate . . . (18) 18. One who holds the land of another under a lease for a definite time . . . (27) 19. The right of a mortgagee who is not paid the debt secured by his mortgage . . . (28) 20. A deed given to a third party, to be delivered to the grantee when he has performed some condition mentioned in the instrument . . . (30) |
|---|--|

Organize a local chapter of the ORDER OF BUSINESS EFFICIENCY

Let this honor group be a service unit in your school and community. Write for full particulars and suggestions to the B.E.W. Awards Department, 270 Madison Avenue, New York.

Marching Along Together

KENNETH

B.

HAAS, Ed. D.



SINCE part-time employment in stores of students enrolled in part-time co-operative classes in retail selling is essential, it is necessary for those responsible for the promotion of such a program to obtain the co-operation of the local merchants in the training program. Agreements between the merchants and the school should take into consideration the following factors:

1. The number of youth of each sex to be employed in each store or in the specific store.
2. The hours per day or week during which students are to be at work.
3. Provisions for obtaining the services of the part-time pupils on Saturdays, holidays, and sale days, especially during school time, and in vacation time.
4. The minimum pay to be given students in the beginning, at each promotional period (say each six months), and for days when they are not working part time.
5. Provision for job changing and promotion of part-time pupils.
6. Qualifications required of students for employment, including the plan for selecting part-time workers as a whole and for employment in each store.
7. The person representing each store and the public schools who will be responsible for the administration of the details of the part-time plan; the full-time plan.
8. Provisions for supplementary supervision of part-time workers by school authority (co-ordinator or teacher of retail selling).

The agreement between the merchant and the school covering the employment of students on a part-time basis, which should be

carefully formulated, involves skill and tact on the part of the co-ordinator. None but an experienced co-ordinator should be permitted to initiate merchant-school co-operative programs.

Only a thoroughly competent leader should be permitted by the school administrator to talk to merchants, who, because the schools have offered little or no training for retail-store work in the past, may be skeptical. They must be convinced of the advantage of participation in a co-operative plan, and that can be done only by a school person who "talks their language."

Unless merchants are convinced that the advantages of training programs equal or exceed the disadvantages, they may, either as a group or as individuals, refuse to participate. Those who are organizing a co-operative store-training program, therefore, must be prepared to show merchants the advantages of participation in it.

Enlisting the Help of Trade Associations

In many communities there are well-organized, influential trade associations, representing those engaged in distributive businesses, in charge of alert, aggressive, educationally appreciative secretaries.

Many of these officials are well acquainted with the success of co-operative store-training programs in other cities, having heard about such programs at conventions or having read about them in trade papers. These secretaries want to render the maximum of service to their members and are usually alert to support any enterprise that will be valuable to the members of their associations.

Secretaries or managers of such organizations as retail trade boards, chambers of commerce, different kinds of retail-merchant associations, exchange clubs, service clubs, advertising clubs, and even credit bureaus can do much toward getting the proposed training program accepted by merchants,

school administrators, and boards of education.

In Boston, for example, the Retail Trade Board is the official agency representing co-operating stores in negotiations with the public-school authorities concerning retail-store training courses. In New Britain, Connecticut, the Chamber of Commerce is the sponsor of the program.

All the trade associations whose activities are primarily in the interest of retail merchants should be approached and their assistance requested. In view of their influence, all the officials of such organizations should be kept fully informed about developments until the promotion work is successfully completed.

In the small communities, there is usually a single large dominating store that sets the pace for all the others. If this store can be encouraged to participate in the co-operative plan, then other stores will feel they have to follow suit. Indeed, in many cases the other stores will insist upon participating.

In some communities where there are two or three large stores, none of them will take the initiative in agreeing to participate but all will wait to see what the others will do. When one participates, then all will do so. Consequently, those who seek to promote a store-training program should be well acquainted with the local situation, so that they will know what stores to approach and who are the key men to be approached in each store. Unless these acknowledged leading stores and their executives are responsive to the proposal to establish a training program, there is little hope of obtaining the co-operation of the smaller or less progressive stores. The steps to be taken in winning the co-operation of local stores must be studied very

carefully. Only the key stores should be approached in the beginning.

Co-operating with Store-Personnel Directors

Effective aid in a co-operative educational program may frequently be obtained from the personnel and training departments of large stores in the community.

Trained store educational directors usually may be relied upon to help aggressively, since they know from experience in supervising personnel the value of organized training for store occupations. One of the first steps to take in seeking the co-operation of the large stores, therefore, is to get acquainted with the store officials who are responsible for personnel and training activities.

As these officials are certain to be consulted by store owners or managers about the feasibility of any proposed training programs and about the desirability of co-operating with the public schools in setting up such programs, their assistance and co-operation should be obtained, and their help solicited in formulating the details of the training plan. No part-time program that these officials do not approve has much chance of being put into operation.

Attracting Students

In planning the procedure to be followed in the attempt to interest students in the training program, at least three groups must be kept in mind. These groups include the pupils, the parents and families of pupils, and the school faculty.

The desirability and value of preparing for selling and store-service occupations should be presented in such a way that those to whom this kind of work appeals may be stimulated to enroll for the training. They may be interviewed or advised personally so that they may not only learn details but may also be influenced to examine their own aptitudes and abilities. The individual interview may be used, also, to help students who have the aptitudes or abilities for success in store work to change over from another educational or occupational objective to which their native abilities are not adaptable.

Among the procedures that have been

◆ *About Doctor Haas: Specialist in distributive education, Washington, D. C. Formerly professor of merchandising in Bowling Green (Kentucky) Business University. Ed.D. from New York University. Has published books and many magazine articles and has been an editor of *Business Education Digest*. Member of Phi Delta Kappa. Has taught in high school and college and served for four years in the U. S. Navy. Hobbies: "Fishing; sitting in an easy chair; writing."*

employed to bring the value of retail-store training courses to the attention of the public are the following:

1. Talks before school assemblies or to large groups of pupils by:
 - a. Merchants or sales managers.
 - b. Store officials, especially store superintendents or others in charge of employment and training.
 - c. Former high school students now employed in stores or engaged in selling.
 - d. School administrators and guidance, placement, business- or vocational-education specialists on the school staff.
 - e. Teachers of retail selling.
 - f. State or Federal vocational-education officials.
2. Printed publicity, including:
 - a. Articles in school papers.
 - b. Articles in local newspapers.
 - c. Notices posted on school bulletin boards.
3. Emphasis in vocational-guidance classes upon selling and distributive occupations.

Procedures followed in an effort to interest individuals in the advantage of retail-store employment include:

1. Personal interviews with:
 - a. Teacher co-ordinator of store training.
 - b. School vocational counselor.
 - c. Home-room teacher, or adviser, or whoever is responsible for general direction and control of the pupil.
 - d. Store official, either at the school or in store.
 - e. Former students.
2. Providing part-time store-working experiences for persons who feel they may be interested in store work, especially during special-sale, holiday, and vacation periods.
3. Providing appropriate literature for prospective pupils to read.

The vocational objective of a high school youth is of special interest to his parents and family. Those who desire to help these youths select the occupation in which they believe they can succeed, therefore, must consider the family influence. Store work has not always been accorded as high a social standing as office and professional work. For this reason parents often object to having their children enroll in a retail-training course.

This objection is more often an expression of a social prejudice than a judgment reached after an impartial study of all the factors to be considered. Furthermore, family ambitions for children often blind parents to the real aptitudes or abilities of their off-

spring; hence, any plan that has for its objective the guidance of students into selling or store-service occupations must take into account the necessity for reaching parents with appropriate information regarding the dignity of retail-store work and the opportunities open to these employed in such work.

Among the methods frequently used to present to parents the facts regarding co-operative part-time store training are:

1. Presentation, at meetings of parent-teacher associations and at special school meetings for parents, of the opportunities open to those who pursue such training.
2. Arranging for parents to visit and inspect stores and to hear talks by store officials in charge of employment and training.
3. Presenting, in printed form to students, data on store work that they may bring home to their parents.
4. Special interviews with parents by teachers.

So that high school teachers may be effective in their efforts to advise youth with respect to the advantages of retail-store training and the opportunities open to those who receive such training, they should be provided with pertinent facts about the qualifications demanded of those who engage in selling and retail-store occupations.

In most schools, pupils are in charge of teachers known as sponsors, advisers, or home-room teachers. These teachers act in a special administrative or advisory capacity to the pupils under them. In addition, many schools have vocational counselors whose function is to aid pupils to select the occupation for which they are best fitted and to offer classes in vocational information to help them make intelligent occupational choices.

Finally, each and every teacher in a secondary school is in a position to give information concerning vocational opportunities that should be explored by students. To repeat, therefore: a thoroughly planned program of promotion in a high school will include means by which all the teachers in a school may be given information that will convince them of the value of a store-training program for students for whom store employment has an appeal and who would benefit by training.

Sufficient has already been said to show that a trained, skilled teacher co-ordinator or a city or a state supervisor of distributive education should, if possible, initiate, organize, and manage programs of training for retail-store employment. Without such leadership, nearly all community programs are likely to fail. With such leadership, they will, with few exceptions, be successful.

The well-trained teacher co-ordinator will have:

1. Occupational experience
2. A general education
3. A technical education
4. A professional education
5. Teaching experience

The one indispensable qualification in this

list is adequate occupational experience in an actual job. Such experience should have been recent and should have included a variety of store positions. When such training and occupational experience are possessed by the initiator of co-operative part-time programs, all persons concerned are easily induced to *march along together*.¹

[The first installment of this article appeared in the January, 1941, issue of the *B. E. W.*]

¹ Aid and assistance in organizing and operating Community Distributive Education programs may be obtained from your State Supervisor of Distributive Education. Simply address: State Supervisor of Distributive Education, State Department of Education, State Office Building, your State Capitol.

E.C.T.A. to Hold 1941 Convention In Boston, April 9-12

THE FORTY-FOURTH ANNUAL convention of the Eastern Commercial Teachers Association will be held this year in the Hotel Statler, Boston, on April 9, 10, 11, and 12. These dates and this place are important to every teacher who wants to know something about "Business Education for Tomorrow," the topic of the sessions for this year.

To present this topic adequately, three committees are actively preparing the discussions.

Dr. Herbert A. Tonne heads a New York Committee investigating "Trends and Factors Affecting Curriculum Revision in the Business-Education Program of the Schools." The members of this committee are Dr. Hamden L. Forkner, Clinton A. Reed, Louis A. Rice, Dr. Peter L. Agnew, and Conrad J. Saphier.

A New England committee headed by Paul L. Salsgiver is preparing to contribute a discussion of "Principles, Procedures, and Methods of Curriculum Construction." Committee members are Atlee L. Percy, Professor F. G. Nichols, and Louis Fish.

Charles Hamilton heads a Philadelphia

committee, composed of William F. Haines, Mrs. Frances D. North, and Mrs. Suzette Tyler, preparing the discussion of "The Purpose and Objectives of Business Education."

On Friday, discussions will be held on the subject of "Balance and Co-ordination" in the secretarial, accounting, retailing, general-clerical, and noncommercial curricula.

Additional sections meeting on Friday will consider the following topics:

Placement Follow-up of the Private Business-School Graduate

Promotional and Vocational Guidance Aspects of a Progressive Business School

Part-Time Co-operative Progress in Business Education

Importance of Ability Grouping in the Development of Effective Standards

Selection of Visual Aids for the Business-Education Department

Placement and Follow-up in the High School
Integration and Methods of Developing Personality

The Business-Education Teacher of Tomorrow
Developing a Dynamic Private Business-School Curriculum

John G. Kirk, director of business education for Philadelphia, is president of the E.C.T.A.

Visual Aids

FOR BUSINESS EDUCATION

LAWRENCE
VAN HORN



MODERN TALKING PICTURES SERVICE, INC., 9 Rockefeller Plaza, New York, with offices in many large cities, distributes the famous Borden & Busse sales-training talking motion pictures and sound slide films. In addition to *The Autopsy of a Lost Sale*, described below, the following films are available:

How to Make a Sale Presentation Stay Presented

How to Remember Names and Faces

How to Make Your Sales Story Sell

Word Magic

Persuasion Makes the World Go 'Round

All films are available in 16mm. and 35mm. sound. The approximate time for each is 30 minutes. These films were produced primarily for business organizations in training their salesmen, but they are available for schools at the special rate of \$15 a showing. The same organization distributes many personnel-training slide films.

The Autopsy of a Lost Sale. Shows salesmen where to cut with the sharp knife of self-criticism in order to improve their selling technique. Some of the reasons why salesmen lose orders are exaggeration and misrepresentation, not using all selling tools, awkward use of selling tools, lack of facts about product, arguments, not justifying price, not talking prospect's language, talking too much, not generating sufficient desire, and neglect of prospect.

GARRISON FILM DISTRIBUTORS, INC., 1600 Broadway, New York, New York, recently released the following 16mm. talking motion pictures in the American Historical

Series. Two other films, *Our Bill of Rights* and *Our Declaration of Independence*, were released December 15, 1940. Each film is two reels in length, rents for \$4, and sells for \$90. Others are in production. Guides for supplementary study are available. Because of increased interest in national defense and our democratic form of government, business educators may find these films very desirable to use in business law classes and other business subjects.

Our Constitution. Treats the dramatic events immediately leading to the Constitutional Convention in Philadelphia in 1787, where this extraordinary document was created. George Washington, Benjamin Franklin, Alexander Hamilton, and others whose names are famous in our history re-enact their dramatic roles in this singularly effective motion picture.

Our Monroe Doctrine. The United States matured as a nation to be reckoned with by other world powers when James Monroe, fifth President, proclaimed his message to Congress in 1823. His statement, now known as the Monroe Doctrine, is regarded as the cornerstone of American foreign policy.

Film Sources and News

NATIONAL HEALTH COUNCIL, INC., 1790 Broadway, New York, New York, has published a 12-page pamphlet, "Sources of Health Films for Lay Audiences," price 10 cents. Commercial educators may find listed some films that they will wish to use in their courses. The National Health Library, also located at 1790 Broadway, has available thousands of volumes and pamphlets on all phases of health. Information about this service will be sent by the Library on request.

SOCIETY FOR VISUAL EDUCATION, INC., 100 East Ohio Street, Chicago, Illinois, has just released "Kodachrome Library," a 62-page catalogue of Kodachrome slides, 2 inches square. The catalogue sells for 25 cents. The slides listed include a variety of subjects; there are hundreds on geography, some on transportation, and some on the New York and San Francisco World's Fairs.

BELL & HOWELL COMPANY, 812 Larchmont Avenue, Chicago, Illinois, recently published their first issue of *Filmo Visual Review*, 8 pages, free. It is to be published quarterly and is edited solely for educators.

The film, *What's an Office Anyway?* described in the B.E.W. for December, 1940, is available by free loan through the Dictaphone Corporation, 420 Lexington Avenue, New York, New York, and through local Dictaphone representatives, as well as the Y.M.C.A. Motion Picture Bureau.

National Clerical Ability Tests

THE encouraging results of the May, 1940, National Clerical Ability Tests¹ were summarized and interpreted in the September, 1940, issue of the *Journal of Business Education*.

Tests in stenography, typing, bookkeeping, machine transcription, machine calculation, general information, and fundamentals were given to a total of 3,065 candidates, a substantial increase over last year's 2,385 testees. The percentage of candidates who earned certificates rose sharply this year, particularly in the stenography and machine-calculating tests. This, the Committee decided, was due to the fact that the candidates had been selected with greater care than heretofore and that they had been more adequately prepared for the tests. The 1940 tests were as difficult as those given in 1939 and were scored by machine.

Of the testees in stenography, 71.5 per cent won certificates, an increase of 100 per cent over last year's record.

Of the typists, 68 per cent were awarded certificates, as compared to last year's 57 per cent.

Of the bookkeeping candidates, 54 per cent passed the 1940 test; 40 per cent were successful last year. It was noted this year that students had better work habits; had less trouble in finding mistakes; knew how to correct errors; and, in general, reflected more effective teaching procedures.

The machine-transcription test, in which 50 per cent won certificates, showed an advance of only 1 per cent, which brought the Committee to the conclusion that there is need for improved instruction in this field.

Machine calculation showed a rate of improvement second only to stenography. Of those taking the test this year, 60 per cent passed, whereas only 32.5 per cent of those taking the 1939 test were awarded certificates.

The fact that 700 complete sets of the

1939 tests were ordered during this past year by educators and employers proves that interest in these tests is increasing and that more and more teachers are modifying their teaching practices to conform to business standards of achievement set forth in these tests.

The Committee suggests that students selected for the tests to be given in May, 1941, be given plenty of opportunity to work under pressure of time within 40-minute or hour periods. Relatively long periods of sustained practice at frequent intervals during the weeks before the tests are given should help students to overcome nervousness. It is the belief of the Committee that nervousness under test conditions still accounts for a great many failures and that working against time in the classroom is the best way to fortify students against test fright.

Teachers interested in procuring sample tests for examination or practice may get a full set of the 1940 tests for \$1.55 by writing to the Joint Committee on Tests, Lawrence Hall, Kirkland Street, Cambridge, Massachusetts.

National Clerical Ability Tests for 1941

Under the Auspices of

NATIONAL OFFICE MANAGEMENT
ASSOCIATION

and the

NATIONAL COUNCIL FOR BUSINESS
EDUCATION

May 14, 15, 16, and 17, 1941

If you want your students to have an opportunity to obtain a Certificate of Proficiency, organize a Local Test Center. Now is the time to plan for one. For full information address Joint Committee on Tests, 16 Lawrence Hall, Kirkland Street, Cambridge, Massachusetts.

¹Directed by Joint Committee on Tests, representing the National Office Management Association and the National Council for Business Education.

New York's Retailing Course of Study

R. MURRAY BANKS

Merchants and Bankers Business School, New York City

DISTRIBUTIVE education on the high school level is showing more and more signs of coming into its own. The Bureau of Business Education of the New York State Education Department has published, in duplicated form, a tentative syllabus for the study of retail selling, which represents the Department's first attempt to outline units of instruction that should be included in a workable, vocational program of retailing.

The course of study is designed to be given in the eleventh and twelfth years. It may be studied as a thirteenth-year subject by persons who are already out of school but who have not had adequate preparation in this field.

Prevocational-Preparation Course

Introduction to Retailing, to be given in the eleventh year, is outlined as prevocational preparation for the highly vocational course in Retail Selling to be offered the following year.

The objectives for Introduction to Retailing are stated as follows:

1. To provide the pupil with a knowledge of the channels of distribution and the functions performed by each.
2. To provide the pupil with information concerning the historical development and the present significance of retailing.
3. To acquaint the pupil with the major functions and operations of a retail store.
4. To provide the pupil with exploratory information concerning the jobs and opportunities in the retail field.

The course of study is divided into sixteen units, beginning with a study of man's major economic activities and concluding with a survey of trends in retailing.

Retail Selling, a Vocational Course

The vocational course, Retail Selling, is a twelfth-year, one-unit Regents credit course, designed to prepare students who have completed Introduction to Retailing to fill positions in the retail field.

It is suggested that, for the most effective learning, this course should be offered on a co-operative basis, the pupil studying retail theory in school and obtaining practical experience in local stores after school hours.

The objectives for this course, as set up in the syllabus, are as follows:

1. To prepare the pupils for employment in the retail field.
2. To develop desirable job attitudes and effective selling habits and skills.
3. To develop the ability to work co-operatively and successfully with others.
4. To develop an understanding of the arts of advertising and display as integral parts of the retail-selling process.
5. To aid the pupil in learning the best methods of applying for and obtaining employment in the retail field.

The units are well outlined as to the material to be covered and are abundantly supplemented with teaching suggestions.

This course of study should be helpful to all teachers of distributive education, as an aid in planning and in other ways. It gives New York State's answer as to what should be included in a retail-selling curriculum. The fact that it has been published in duplicated form indicates that it makes no attempt to be final but is open to suggestion and revision as experience shall dictate.

A Brief for a "Half-Loaf" Course

It has been stated that the principal of a certain high school in New York City does not believe in introducing courses in merchandising and salesmanship into the commercial curriculum unless they can be given on a co-operative basis.¹

The inference, naturally, is that unless the students can work in retail establishments on a part-time basis, while receiving related instruction in school, courses of this type have no value.

¹*The Business Curriculum*, N.C.T.F. Sixth Year-book, 1940, page 252.

It is true that the most effective learning will occur under the educational setup advocated by this principal, but is this a valid reason for declining entirely to offer such courses because they cannot be given on a co-operative basis? Is this not a situation where the proverbial "half-loaf" is being rejected because the entire loaf cannot be had?

It has been shown by repeated studies that more than half the students who take jobs upon graduation go into some type of distributive work. It has been recognized, and frequently acknowledged, that one of the most important functions of the school is to prepare the boys and girls "to do better what they will do anyway." Particularly is this an all-important function of the commercial high school, which aims to prepare its students for the positions they will hold in business.

Can any educator wisely shut his eyes to the fact if, while the greater proportion of his graduating students who get jobs are getting them in distributive occupations, no training in this field is available to the boys and girls of the school? Is any school, then, operating in the best interests of its students and the community if it neglects to contribute in some measure to a more adequate preparation of its students for the work that will be available to them, and which they will seek?

It cannot be denied that the best way in which to prepare students for jobs in distributive occupations is to give them actual practice and experience in doing such work and relating the work done on the job to the work done in the classroom.

Co-operative Training for Office Workers

But this applies equally to the preparation of stenographers and bookkeepers.² Aren't such workers, too, best prepared under a co-operative plan? Is actual job experience any less effective as an aid to learning the office occupations than in the distributive occupations? Yet, when such co-operative plans are not possible, does the administra-

tion say, "Unless we can teach stenography and bookkeeping under a co-operative plan, we will not teach it at all"?

Why, then, should we say this with regard to the retailing courses? Job situations may be simulated just as successfully in such courses as in stenography or bookkeeping. There are innumerable opportunities for demonstration sales, merchandise study, project work, and the organization of a laboratory store, which may be effectively utilized in the teaching of retailing. Several schools have found these methods to be very satisfactory in the absence of a co-operative plan. Most important, they have found that, through their retail curriculum, they have enhanced the employment opportunities of their students.

While it is not the purpose of this article to attempt to justify the offering of a retail curriculum for its many other concomitant values beyond the vocational one, it should be noted that such outcomes are many and that the objectives that are peculiar to the retail curriculum alone are easily defensible. They are to be realized whether the courses are offered under a co-operative setup or not. Should such an educational advantage be dismissed, then, when it cannot be offered under a co-operative plan? The facts seem to indicate a most emphatic "No."

THE OFFICERS of the National Catholic High School Typists Association, at their annual business meeting, discussed the designing of the new certificates to be awarded for the ten best papers submitted in the Every Pupil Typing Contest, which will be held on March 13. Special key awards, which, like the certificates, will bear the distinctive insignia of the Association, will be given for outstanding achievements in the Individual Typing Contest, to be held later.

For revised copies of the Constitution, and for detailed information about the Every Pupil Contest, teachers in Catholic schools are urged to write to Reverend Matthew Pekari, St. Joseph's College and Military Academy, Hays, Kansas.

Many teachers requested full information about the Fourth Annual B.E.W. Project Contest a month ago. It's ready. See page 518.

²See "Co-operative Secretarial Training," by William E. Haines, in this issue.

B.E.W. Monthly Transcription Projects Enthusiastically Received

RHODA TRACY

STUDENTS and teachers are enthusiastic about the B.E.W. transcription projects. Hundreds of students are already proud holders of the new, attractive two-color transcription certificates. Many can boast of several certificates—each an award for a higher transcription rate than the one previously earned.

The examiners have found very few errors that would make the letters submitted unmailable—and, of course, that is as it should be. Some errors do occur occasionally, however. The examiners had the following suggestions to make after they had reviewed the December papers.

Suggestions from the Examiners

Paragraphing is admittedly a matter of individual judgment. Apparently, however, students sometimes paragraph just for the sake of paragraphing, forgetting that the purpose of such a division in the letter is to indicate the organization of the contents and to clarify the meaning.

The mechanical setup of the letter is one of the points on which to judge its mailability. Two excellent articles on letter setup have appeared recently in the B.E.W. and the *Gregg Writer* (December, 1940). Post these articles on the bulletin board in the transcription room. Give your students an opportunity to look at the various styles of letters accepted by business houses today.

Call attention especially to the arrangement of the letter on the page; the typewritten matter should be placed within the margins just as carefully as a picture is placed in a frame by an artist.

The outstanding punctuation fault in the December transcripts occurred in the third letter of the series addressed to Mr. Frank Williams, Jr. Several students failed to put in the comma before the word *Jr.* to set it off as an explanatory word.

Some students experienced vocabulary difficulties in typing *advise* for *advice*, and in dividing *talk-ed* and *ta-king* incorrectly at the end of the line. A few students confused the pronoun *its* with the contraction *it's*.

The agreement of pronouns and antecedents in the following sentence proved confusing to some students: "Your bonus check is the means the Board of Directors is taking to express its appreciation of your loyalty." The incorrect transcripts read: "... the Board of Directors *is* taking to express *their* appreciation" or "... the Board of Directors *are* taking to express *its* appreciation".

In the sentence, "Your service to the bank has been satisfactory," some transcripts read, "Your *services* to the bank *has* been satisfactory."

The February Transcription Project

How many of your students will earn Certificates of Achievement this month? Transcripts must be received on or before February 28 to be considered for Certificates of Achievement.

Mail transcripts for certification, together with the 10-cent examination fee from each student submitting transcripts, to the B.E.W. Department of Awards, 270 Madison Avenue, New York.

The awarding of certificates would be greatly simplified if you would record the transcription rates according to the schedule shown on page 546.

Full instructions for the use of the monthly B.E.W. Transcription Projects were printed in the November, 1940, issue of the *BUSINESS EDUCATION WORLD*. They are also printed in the booklet, "Effective Teaching with the B.E.W. Projects." If you wish a copy, send to the New York office for this free booklet.

The B.E.W. Transcription Project for February

Letters 1 and 2 are to be dictated at 80 words a minute and transcribed for the junior certificate.

Letters 1, 2, and 3 are to be dictated at 100 words a minute and transcribed for the senior certificate.

The letters are counted in groups of 20 standard words.

INSIDE ADDRESSES

(Dictate these addresses before starting to time the take.)

Letter No. 1. Bell Telephone Company, Portland, Oregon.

Letter No. 2. Miss Jane Anderson, Spruce Apartments, Baker, Oregon.

Letter No. 3. Miss Jane Anderson, Spruce Apartments, Baker, Oregon.

Letter No. 1

Gentlemen:

I am a student in the Central High School in Baker, Oregon.

FOR JUNIOR CERTIFICATE 80-Word Dictation		FOR SENIOR CERTIFICATE 100-Word Dictation	
Elapsed Time in Minutes	Trans- cription Rate	Elapsed Time in Minutes	Trans- cription Rate
10}		10	.....40
11}	.....20	11}	.....30
12}		12}	.....25
13}		13}	
14}	.....15	14}	.....20
15}		15}	.....15
16}		16}	
17}		17}	
18}		18}	.....20
19}		19}	.....15
20}	.....10	20}	
21}		21}	
22}		22}	
23}		23}	.....15
24}		24}	
		25}	
		26}	
		27}	

USE THIS SCHEDULE TO DETERMINE QUALIFYING
TRANSCRIPTION RATES

Date.....

Teacher's Name

School

CityState.....

No.	Type student's name as it is to appear on the certificate	Trans. Speed	Dict. Speed
1	.....	
2	.....	
	etc.	etc.	etc.

USE THIS PATTERN FOR A TYPEWRITTEN ENTRY
FORM IF PRINTED FORMS ARE NOT ON HAND

In our course in secretarial¹ training we are studying different industries and the possibilities for employment in those² industries.

I am interested in the position of telephone operator either in a private³ business concern or with the telephone company.

Where can I obtain training to be a telephone operator⁴ with the telephone company?

What personality characteristics must a telephone operator⁵ have?

I shall look forward to your reply.

Yours truly,

Letter No. 2

Dear Miss Anderson:

We are glad to tell you about the⁶ training of telephone operators employed by the telephone company.

The work of the telephone⁷ operator can be done properly only by one who is especially trained for it. When trained by the⁸ company, the student becomes an employee at once. When her preliminary training is completed, she is⁹ assigned to an exchange board where actual service is being given.

You can apply for this training at the office¹⁰ of the company in your city.

Our training manager will write you about your other question.

Yours truly,¹¹

Letter No. 3

Dear Miss Anderson:

Your inquiry regarding the personality of a telephone operator has¹² been referred to me.

You will find our booklet describing good telephone usage interesting.

The art of¹³ getting good results by telephone is largely a matter of dealing with others as you would have them deal with you.¹⁴ The best manners are those which are in good taste and prompted by a genuine consideration for the feelings¹⁵ and convenience of others.

It pays to have a good telephone personality. Always have a prompt and¹⁶ pleasant greeting ready for every telephone caller. When you have finished your telephone visit, replace the¹⁷ receiver gently. The best speech is that which is correct and natural at the same time. Use a normal tone of¹⁸ voice.

Call on us if we can help you further.

Yours truly,

Two Washington Appointments

B. FRANK KYKER, Chief of Business Education Service of the United States Office of Education, has announced the appointment of Elvin S. Eyster and N. Birss Curtis as special representatives attached to his department and assigned to assist with the business-education phases of the National Defense Training Program. Both Mr. Eyster and Mr. Curtis began their new duties the middle of January.

Mr. Eyster has headed the business department of the North Side High School, Fort Wayne, Indiana, for many years. He is president of the National Business Teachers Association. He has rendered outstanding service as a member of the committee on adult education for the State of Indiana, and is nationally known for the success of his guidance service in the Fort Wayne schools.

Mr. Eyster received his master's degree from Indiana University and has completed nearly all the requirements for the doctorate.

Mr. Curtis leaves the faculty of the State Teachers College of Shippensburg, Penn-

sylvania, where he has been in charge of commercial teacher training since 1938. He received his bachelor's degree from Iowa State Teachers College and his master's degree from the University of Pittsburgh. He is at present working on the doctor's degree.

Mr. Curtis is past president of the Iowa Commercial Teachers Association and has held several offices in regional and national associations. He is well known for his contributions to junior business education.

DEAN Harvey A. Andruss, well-known business educator, has been elected president of Bloomsburg (Pennsylvania) State Teachers College. He was director of the department of business education at Bloomsburg from 1930 until 1937, when he became Dean of Instruction.



President Andruss is a graduate of the University of Oklahoma and Northwestern University and served on the faculties of both schools. He was a supervisor at Indiana (Pennsylvania) State Teachers College for three years and has been a special lecturer at New York University. In the public schools he has been a teacher, a department head, and a principal.

In addition to numerous magazine articles, many of which have been published in this magazine, President Andruss is the author of books on business law and methods of teaching bookkeeping. His latest book, *Better Business Education*, will be published soon.

Mr. Andruss is president of Alpha Association of Phi Beta Kappa Alumni of Pennsylvania, and Consultant of the Educational Policies Commission of the National Education Association. He has served as Research Consultant in an investigation of bond houses throughout the United States.

DR. ELROY NELSON, associate professor of economics, School of Commerce, University of Denver, has been granted a leave of absence to accept a position as regional co-ordinator for the National Resources Board in the Rocky Mountain Region.

Dr. Nelson, prior to joining the faculty of the University of Denver, was professor of economics and director of the School of Business at Russell Sage College, Troy, New York.

Our Students Interviewed Businessmen

A Student Survey Conducted by

ELEANOR SKIMIN

THE subject matter of the following report was obtained through a survey carried on by the advanced shorthand class of Northern High School, Detroit. The purpose of this project was to give high school students a fairly broad, first-hand understanding of what employers expect of prospective employees.

Information was obtained from forty-five different offices, selected because they were considered most likely to give valuable suggestions to students.

Students wrote letters to businessmen, asking for an opportunity to visit their offices and ask questions. With each letter went a stamped, addressed envelope on which the businessman was asked to note a convenient time for the interview. Every businessman who granted an interview received another letter, thanking him for his courtesy.

A summary of the survey findings follows.

Appearance

Excessive jewelry, bright red nail polish, heavily applied make-up, strongly scented perfume, extreme hair styles, gaudy clothes—the job applicant who wears these is fairly sure of “pounding the pavements.”

In social life, when two persons meet, appearance is the first essential quality noted. This is also true in business; a prospective employee who presents a good appearance will make a lasting impression on the employer.

According to the answers the employers gave to the questionnaire, they prefer a girl or boy who appears neatly dressed and who wears clothes that are clean, smart, and in the current fashion. One employer said he would not like his secretary to be dressed in such an extreme manner that her clothes would distract him from his work.

Good carriage and a spontaneous smile are two essential qualities. Make-up and nail

polish should not be banned from the office, but it is well to know just how much and what shades to use.

Personality Traits

Personality goes hand in hand with good appearance to create a favorable and lasting impression. What good would correct attire be without poise, politeness, and graciousness? What good would a pleasant smile be without a good speaking voice, a knowledge of good speech, an extensive vocabulary, and common sense?

The modern employer expects his stenographer not only to be intelligent and efficient, but also to be able to meet and receive people, to use good judgment, and to be alert. A friendly manner, a good disposition, and an even temper never bar the way to a job, even if the applicant has had no previous experience. It is also well to develop good habits in the office, such as punctuality and the avoidance of smoking, gum chewing, gossip, and grumbling.

One employer complains that he cannot find a girl who will take her work seriously and be as interested in it as the boss himself.

Specific Qualifications

Although appearance and personality are essential to a person looking for a position, they are not nearly so important as is the actual ability of the worker. The first few days in a new position are days of trial for the beginner, during which he must prove his ability.

The average rate of dictation was found to be 100 words a minute, and the required transcription rate was about forty words a minute.

The ability to answer the telephone is extremely important in any business office. The girl who answers the telephone must have a pleasant, clear speaking voice; she

must be quick enough to sum up situations; and she must be able to react acceptably to the mood of the speaker at the other end of the telephone wire.

Any office worker must have some filing ability and a little knowledge of bookkeeping and arithmetic.

Of course, a practical knowledge of grammar, spelling, and punctuation is absolutely necessary to hold any stenographic position in the business world. Ability to operate different types of machines is an added asset; in some offices, it seems to be essential.

It is well to know how to take notes on things to be remembered, for even the cleverest person can forget.

The boy or girl who, when applying for a job, has varied abilities to offer will be more likely to land the position than one who is prepared to do but one thing.

The Use of Pre-employment Tests

Employers, when questioned about pre-employment tests, offered many different opinions. Some frankly denounced them as poor criteria of a prospective employee's ability, because the applicant's nervousness during the test is a handicap. The realization of the importance of the test and the knowledge that one *must* do one's best result in the miserable failure of some applicants who would be welcome additions to any business firm.

There are, of course, some employers who judge solely upon these tests in deciding whether the applicant is worth interviewing. The reason given for this complete faith is that persons with confidence in their ability will have nothing to fear. No employer wants to hire a person who is uncertain about his own abilities.

The types of tests given are very much

the same in a number of companies. They include mechanical tests, such as shorthand, typewriting, and intelligence tests.

Many companies require that applicants pass a physical examination. The average company requires only that an application blank be filled out, prior to an interview.

Educational Requirements

A high school education is an absolute requirement in even the smallest office. Almost all the companies interviewed will hire a girl with only a high school education, but the larger firms prefer girls with business school or college training for the more responsible jobs. All employers stressed the point that a high school graduate with good mechanical abilities and high personal qualifications is just as acceptable as a business-school or college graduate.

Office Machines Used

Every office had at least one machine—a typewriter. The maximum number of machines used in any office depends, of course, on the kind of business in which that particular firm is engaged.

The machines used in the offices interviewed for this survey totaled twenty-two, ranging from the simple typewriter to a Western Union sending-and-receiving set, and complicated switchboards and sorting machines.

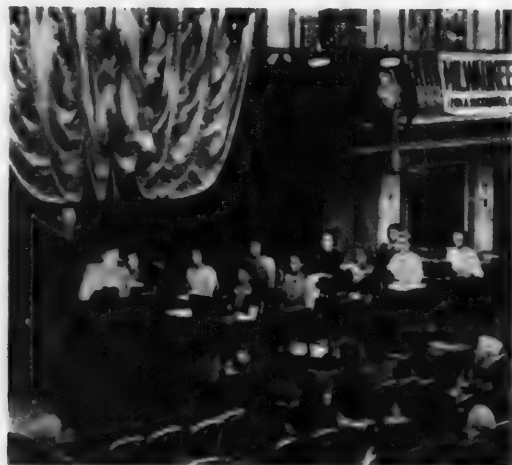
The dictating machine, bookkeeping machine, comptometer, and billing machine are good examples of machinery taking the place of girls (although girls are needed to operate them).

Most companies do not require that applicants know how to operate these machines, since representatives from the machine companies are called in to teach new operators how to manipulate them. Of course, in cases where the machine is to be operated continuously, specialized operators are preferred.

Requirements As to Experience

In the matter of previous office experience, as in the matter of tests, there are different opinions. Those employers who prefer experienced girls say they have a better under-

◆ *About Eleanor Skimin:* Instructor, Northern High School, Detroit, Michigan. Past president of the National Commercial Teachers Federation. Originator and editor of the *Business Education Digest*. Has taught methods courses in shorthand in the summer sessions of several well-known teacher-training institutions. Co-author of a text on transcription and of a shorthand film.



MISS SKIMIN GIVING A DEMONSTRATION OF EFFECTIVE TEACHING TECHNIQUES AT THE SECRETARIAL ROUND TABLE OF THE N.C.T.F. CONVENTION, HELD IN CHICAGO, DECEMBER 26-28.

standing of office routine and a superior sense of adjustment whenever irregular situations arise. Most experienced workers can run a machine more efficiently than inexperienced workers, and can use better judgment in a crisis, having profited from previous mistakes.

Employers who prefer inexperienced girls say they can be trained into the office routine more quickly than the experienced girls, the latter having already formed habits that are hard to break. An inexperienced girl, they say, is more willing to work, having a strong sense of loyalty to the employer who gave her a "break."

Students' Summary of Project

The inexperienced person who goes out to apply for a job is confronted with the difficulty of not knowing enough about the correct procedure of seeking a job. We, of the advanced shorthand and transcription classes of Northern High School, feel that we have profited greatly by our experiences in participating in an interview. We have gained confidence in our ability to meet people and converse intelligently with them. Confidence comes only when it is based upon a true knowledge of one's abilities.

In order to keep in step with the practical business world, it is necessary for the schools to work hand in hand with business offices in instructing students how to manipulate the latest business equipment. A knowl-

edge of how to operate at least one machine other than the typewriter and a knowledge of clerical work would be most desirable assets for any high school graduate.

Among the most important things to remember in connection with a job is that a pleasing appearance greets the eye, a pleasant personality holds the interest, and actual ability and an appreciation of the importance of knowing how to get along with people hold the job.

Business Standards in the Classroom

The student in the advanced shorthand classes at Northern High School works in a classroom in which an office atmosphere has been created. His work is constantly appraised on the basis of his employability.

Each member of the class selects a business office for which he is working (an imaginary one, of course). The letters he writes for this office are all written with carbons, graded on the basis of whether or not they can be mailed, and then filed.

Seventy-five per cent of the class have successfully passed the official *Gregg Writer* 100-word dictation transcription test; 60 per cent have successfully passed the official *Gregg Writer* 120-word dictation and transcription test. Employable standards of transcribing have been met; many of the students can transcribe seven medium letters in an hour. A daily record is posted on the bulletin board so that each student can see in which of the following classifications his work for the day falls:

1. High transcription rate with high mailability.
2. High transcription rate with low mailability.
3. Low transcription rate with high mailability.
4. Low transcription rate with low mailability.

Now, in addition to the school training we have received, we have had the valuable experience of meeting businessmen and talking to them in their offices. Perhaps the contacts we made will prove even more important to us than the information we received.

I Didn't Know!

LEE
BENHAM
BLANCHARD



A private secretary jots down some important facts that he has learned while on the job.

I DIDN'T KNOW that to write down all the errors I make during the day would help considerably in reducing the silly mistakes that are bound to get past a secretary once in a while. For example, I found one day that I was leaving off the *r* when I typed *your*. After writing *your* a few times in longhand, I found myself slowing up in my typing when I came to this word, and I didn't make the error again.

Beginners should remember that an executive, or, for that matter, anyone with plenty on his mind besides signing letters, doesn't have the time to read each sentence carefully or to look for errors in spelling and punctuation. Even if he had the time, he wouldn't want to be bothered with such details.

My chief wants his letters transcribed right the first time. To make the same mistake twice is almost unforgivable, and that's why this extra effort on my part to put down my errors and think about them has proved so valuable to me.

If I'm not careful to catch the errors I make, the chief might begin to read his letters more closely until he finally became thoroughly disgusted and lost all his faith in my work and ability.

Many are the times that I wished I had believed my teacher when she told me that accuracy is important. Everything that I do calls for accuracy; I must take accurate

notes, transcribe accurately, take accurate data on telephone calls, make accurate appointments, be accurate in the use of figures, in my answers to questions, and in taking care of a million and one other things that a secretary is called upon to do.

I would say to a beginner, "When your teacher doesn't accept a transcript because of a typeover or an erasure, she isn't refusing it because she doesn't like you or has a grudge against you. She's doing it because she wants you to 'get in the groove' with right habits, and the wise thing to do—the thing that will pay off in the end—is to learn *now* to be accurate."

I DIDN'T KNOW that the personality of my chief would play an important part in my daily life.

I remember one man for whom I worked just after I had finished high school. He was a certified public accountant for a large business house in New York, and I was his secretary. It was my first job. He was probably the most unreasonable man I have ever met. No matter what you would do for him, he just couldn't be pleased. He'd say one thing and mean another, and expect you to know what he meant. He'd return my letters all cut to pieces, and the final draft would say the same thing as the one I first transcribed for him.

After about two months of this, he asked me to come home with him to do a little work one evening, and he invited me to dinner. After one look at his wife, well—I could see why he acted the way he did during the day. We didn't do any work that evening, because his wife wanted to see Gene Autry in something or other. She just loved Gene, she said, because he was so big and daring. Her accountant husband wasn't very daring and big; at least, he wasn't a cowboy.

For some reason or other, my chief was a little more considerate of me after that.

A secretarial student might think, at first, that this story doesn't have much bearing on how to become a secretary, but I'd tell him, "Just wait! Every man I have worked for has left his mark on my own personality and outlook on life in general."

Wondering AND Wondering



WITH

LOUIS A. LESLIE



ENCOURAGING NEWS! Ten New York high schools sent out questionnaires to graduates of their secretarial departments. Of the 854 replies received, 662 pupils, or 78 per cent, report that they are employed. Even better news—508 of those pupils had found employment within one to six months after leaving school.

The schools were second only to the regular employment agencies in placing these young people, as shown by the fact that 120 were placed by the schools compared with 179 who were placed by the agencies.

The complete tabulation of the figures, as given in *High Points*, published by the Board of Education of the City of New York, shows many surprising facts. The one that surprised me the most, I think, is that 238 of the 662 employed graduates reported that they composed letters as part of their duties. The surprise comes because, with few exceptions, these young people had left school within two years of the time they made the report.

The comments of the graduates were illuminating. Many of them commented that they had been able to get work only because they had taken the high-speed shorthand courses offered in many of the New York City high schools. Some of them commented that they were unable to find employment until they went to private business schools to get higher speed in shorthand.

Not less than 293 of the 662 indicated definitely that they found use for their high-

speed shorthand practice. Naturally, these figures gave great pleasure to this department, which is always sorry to find shorthand teachers who do not realize the cash value to the young job hunter of an above-average speed in shorthand.

ANOTHER CONSTANT OBSESSION of this department is the value of the shorthand and typewriting contest in the raising and maintaining of standards of achievement. Whenever we find figures that support our contention, we delight to reprint them here.

In the *National Contest Journal* for October, 1940, edited by George R. Tilford, we have found just such figures.

The following table shows the average net speed by years for the twenty highest individuals participating each year in first-year typing during the ten years in which these contests have been held in New York State:

1931.....	32.55	1936.....	47.45
1932.....	38.96	1937.....	46.72
1933.....	39.20	1938.....	47.28
1934.....	40.82	1939.....	47.48
1935.....	42.25	1940.....	48.35

Notice how the average speed has increased from 1931 to 1940—almost 50 per cent. It must be remembered that each of the net speeds given in the table represents the average of the 20 best contestants in each year. It must also be remembered that, in these ten years, neither the difficulty or type of copy used nor the rules for scoring the papers have been changed.

Is it conceivable that this increase of 50 per cent in the contest records for 200 pupils over a ten-year period should not be reflected in the classroom? This department is convinced that that increase in contest achievement must be accompanied by a proportionate improvement in the work done by the many thousands of pupils who never got to the contest but who, nevertheless, enjoyed the benefits of the more efficient teaching procedures motivated by the contest.

IN ALBUQUERQUE, NEW MEXICO, when Sonny comes home and says, "Dad, may I take archeology next semester?" and

Dad's eyes start to pop out, Sonny reassures him by saying, "It's all right, Dad, we own our own ruin."

This is no nightmare of an ultraconservative schoolman just returned from a Progressive Education Association meeting—it is a sober statement of fact. In the Albuquerque High School, they *do* teach archeology; and, what's more, they *do* own their own ruin. They own the ruin of Tunque, which was a flourishing town before the days of the First Crusade. Now the boys and girls of Albuquerque High School are reconstructing that ancient culture as they dig it out with their own hands.

If anybody has a better true story than that, I should certainly like to have it!

HAPPY MUST BE the lot of that teacher who reported that her most difficult problem was "walking three miles to school." Perhaps even more happy must be the teacher who reported as her major teaching difficulty "hard water in the community."

Even more surprising is the report by Robert A. Davis of the University of Colorado, in the *Journal of Experimental Education*, that a few teachers out of the 1,300 to whom questionnaires were sent said they had no problems at all. If even a few teachers in Colorado have no teaching problems, it must be a pedagogical paradise.

We are relieved to know, however, that the major problem of the 1,300 Colorado teachers is the same that plagues us—making the children *desire* to learn. One somewhat pessimistic teacher, however, feels that the children have the desire for learning all right, but what worries her is how to give them the desire to put forth the effort required to learn. Don't you think that the majority are correct here? If the child really has an intense desire to learn, the effort will be forthcoming.

Many teachers echoed the comment of one who said, "Most of the texts used, particularly those in the social-science field, have vocabularies so far beyond the child's understanding that they seem to be written in a foreign language." I know one editor who solved this problem by giving his fourteen-year old boy the manuscript for a proposed

social-science text and offering him a cent apiece for all the words he didn't know. The boy made a juvenile fortune out of the job, and the pupils who studied from that text when it was printed were able to understand what it was all about!

By an odd coincidence, Harold F. Clark, professor of education, Teachers College, Columbia University, commented on the same difficulty in the following month's issue of *Social Education*. As an interesting instance of the trend for social-science writing to be in a style of English that might as well be a foreign language, he quotes from J. M. Keynes:

"Hence the volume of employment and equilibrium depends upon: (1) the aggregate supply function; (2) the propensity to consume; and (3) the volume of investment. This is the essence of the General Theory of Employment."

We have it on the authority of Dr. Clark that "the sentences just quoted are among the simplest in Keynes's book." This department hereby offers a shiny new copper penny to the first teacher who will explain that quotation so that this department will understand "the essence of the General Theory of Employment."

IN THE "EDUCATION DIGEST," Bruce Barton, advertising man, author, and statesman, is quoted as having said:

I believe that education has been getting steadily worse in this country. It was better in my father's time than in my time and better in my time than it is in yours. We are trying to spread out and teach too much and teach a smattering of everything. I think we will see the time again when there will be more emphasis on mental discipline.

And we thought that the "mental discipline" theory had gone along with the birch! Perhaps Mr. Barton would bring back the birch too, because it certainly flourished (or should we say "was flourished"?) in the classroom in his father's time.

This department puts such an effusion in the same class as the remarks of the businessman who asks, "Why is it that stenographers can't spell?" In both cases, the speaker is generalizing on insufficient evidence—which is a politely scientific way of saying that one doesn't know what one is talking about!

The N.E.A. recently decided to do something to stop this idle chatter about the deterioration of education since the days of our forefathers. The American Institute of Public Opinion consented to collect and tabulate the necessary facts. Among the questions asked was, "Do you think young people today are getting a better education in school than their parents got?"

The report shows that 85 per cent answered "yes, better" to the question, and that 6 per cent answered "about the same." Thus 91 per cent of the population did agree that the children of today are getting an education as good as, or better than, their parents received. There were 2 per cent without an opinion, and only 7 per cent agreed with Mr. Barton.

ONCE IN A WHILE THIS DEPARTMENT has indicated a lack of enthusiasm for some of the excesses that have been committed in the name of word-frequency lists. For the past hour, however, this department has been thinking lovingly of the compilers of frequency lists, because the past hour has been spent in writing the shorthand outlines for a list of words sent in by a shorthand teacher. There were about a hundred words in the list.

Some of the easier words were *consolidatory*, *caravansary*, and *utopianism*. Then it warmed up with a few like *heritor*, *exclave*, *epizoan*, and *protozoic*. And to think that having lasted through all those, and a lot more like them, I should have succumbed to *heterogynous*! Yes, I thought I was clever too, and figured that the maker of the list had been aiming at *heterogeneous* and hadn't quite hit the mark. But fortunately, just to be on the safe side, I looked it up. When he wrote *heterogynous*; he MEANT *heterogynous*!

But my face really reddened when I had to look up the meaning of the word *latish*. It sounded to me as though it might be an Armenian delicacy—or was it something to do with the tapping of a rubber tree? Look it up yourself and maybe you will be surprised too!

IN THE *Journal of Arkansas Education*,

Willie A. Lawson offers some sharp but justified comments on teaching and teachers. Example:

"We pay our good money to go to a summer school where we are taught that children learn by doing, and we come home to drop into the same old 'dishing out' process. Certainly it is easier to tell someone how to do a thing than it is to help him learn and then stand by silently (that's the hardest part of all) and see him execute what he has learned." This probably was not written with the shorthand or typewriting teacher in mind . . . but think it over!

And the "Meditations of an English Teacher," by Naomi John White, are the cleverest pupil sketches I have seen for a long time. The description of John brought to mind many of my own pupils who seemed to educate me more than I was able to educate them.

"John has an engaging personality with a sweet smile and a confidential manner. . . . Just now, however, John is interested in rabbits, Russian Red Rabbits, and my first period is fast becoming dominated by a dozen Russian Red Rabbits. . . . There are times when I am in doubt as to what John is really learning about the proper use of *who* and *whom*, but there can be no doubt whatsoever that I am rapidly becoming an authority on Russian Red Rabbits. Would anybody like any detailed information on Russian Red Rabbits?"

♦

(Continued from page 502)

not run his small business. His high-school-age children take it over and use what they have learned about salesmanship, bookkeeping, business mathematics, business law, and so forth, to make the business operate successfully. (This plot sounds very good; I think I'll use it myself.)

7. A girl who planned to go to college finds that her family is able to pay only part of her expenses. She is able to finance the rest herself by doing office work, for which she was trained in high school.

Any of these simple plots could be made the basis for a program publicizing the effective training your school provides.

[The first installment of this article appeared in the December, 1940, B.E.W.]



The editors welcome letters on timely, important, controversial subjects.

TO THE EDITOR:

A year ago, at the Kansas Commercial Teachers Convention held in Wichita, Clyde Blanchard challenged the commercial teachers of Kansas to "Look Back! Look About! Look Forward!"

I accepted that challenge, for I feel that commercial teachers who are fired with enthusiasm can do much in business education.

Mr. Blanchard cited six points in his address:

1. Skills are door openers.
2. Dead lines must be met.
3. Quantity is essential.
4. The voice must be trained.
5. Hard work alone is not enough.
6. Consider the man on the other side of the desk.

It is my intention now to acquaint you with my method of covering these points.

My twenty-two students ranged in shorthand dictation ability from 120 to 160 words a minute and in typing from 55 to 78 words a minute. I assumed the role of employer and "hired" these twenty-two students on a "salary" basis of \$100 a month.

They were assigned various office duties such as filing, copy work, business forms, machine transcription, pay-roll records, telephoning, balance sheets and profit-and-loss statements with Comptometer practice, and business and personal letter writing.

This work was required at a definite time. If it was not ready or was not usable, I deducted 20 cents a sheet from the regular "salary."

If I had extra office work to be done, or if some of the other faculty members needed secretaries, it was my privilege to call upon any of these students, and I expected to receive an answer such as "I'll be glad to, Sister." Of

course, the student's attitude had to indicate that she was glad to comply with extra demands. This work gave them "overtime," for which I "paid" them 30 cents a sheet.

At the end of four weeks I made out the pay roll and substituted grades for salaries on the following basis:

\$101—110	A
95—100	B
85—94	C
80—84	D

I found that the students appreciated more fully the significance and value of the grades earned when we used the salary system.

Each girl became thoroughly familiar with filing, copy work, transcription, and so on. The students themselves have remarked that they liked the method because it gave them the feeling of working in a true office atmosphere, thus making the transition from school to office less abrupt.—*Sister Isabelle Marie, Marymount College, Salina, Kansas.*

TO THE EDITOR:

I read with intense interest all the statements of the leading business educators of the country on the question, "What can we do for national defense?" which you printed in your November issue. I agree with the six general conclusions that you draw. However, I feel that only a few of these leaders have voiced the most important item in the entire group: a re-emphasis upon the instruction of the individual student.

We must not only provide shorter and more intensive courses; we must concentrate on the individual student in the class. To that end I propose that as a gesture of patriotism we forego our usual commercial contests in the district, state, and nation, and devote that time usually given to contests to individual instruction. There will be more jobs for skilled workers and office workers than the ranks of contest winners will supply, and it will take teaching of the type that few of us have seen to put the program over.

Let us examine our teaching methods and our departmental expenditures with a view to making the teaching more effective and the public expenditure less. In these two ways we can make a real contribution to the national defense.—*Ralph Martin McGrath, Western Union College, Le Mars, Iowa.*


Delta Pi Epsilon

First Annual Award

For Research in Business Education

Closing date, April 1, 1941

For full information, write to Mrs. J. A. Johnston, 392 Whitney Avenue, New Haven, Connecticut.



on the
Lookout

**ARCHIBALD
ALAN
BOWLE**

This department brings to you each month helpful suggestions regarding bulletin-board displays, club programs, and equipment and supplies.

30 A new electric writing machine for filling out printed forms has been added to the list of products of International Business Machines Corporation. The machine is completely automatic in shifting carbons from one set of forms to another. Each mechanical operation is electrically powered, controlled by light-touch key depression. The machine is designed to provide greater accuracy and speed in writing as many as twenty duplicate copies of bills, orders, and other blanks printed in continuous form, whether fanfold, open-web, slip-carbon, or combination slip and filled forms. The machine has interchangeable carbon blades upon which slip-carbon sheets may be easily placed, an improved form carrier, an automatic tabulator, and other features.

31 A copyholder that is adjustable in four directions—backward, forward,

A. A. Bowle February, 1941
The Business Education World
270 Madison Avenue, New York, N. Y.

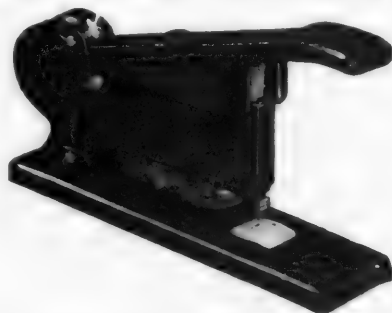
Please send me, without obligation, further information about the products circled below:
30, 31, 32, 33, 34

Name
Address

up, and down—is the Copymaster, product of Copymaster Company. The unit holds copy at an angle, but the exact position is as the user wishes. The device is versatile and will hold ordinary books, stenographic notebooks, or 16-column accounting sheets. The line indicator is demountable.

32 The Rossin hand drill is the answer to your problem if you need to drill holes in paper to make it fit a ring binder. The Co-operative Church Supply Company sells this drill, which is equipped with a hollow cutting edge of high quality tempered steel. You place it over paper to be cut, press, and turn slightly. You are rewarded with a perfect circle drilled through any stack of paper up to a half inch thick. The entire unit sells for just over a dollar and is good for a lifetime.

33 Here's the answer for the thousands of smaller offices and schools that want a stapler with the famous Bates "makes-its-own staples" feature, say the mak-



ers of this excellent product. It's the little brother to the famous Model B. It is handsomely finished in crinkly walnut color, is fully guaranteed, and answers to the name, "Model D."

34 A new Ideal Portable Sorter has been announced by Sherman-Manson. This unit offers a ready means of bringing material within easy reach without using valuable desk area. Available in a choice of colors and with or without drop shelves, the sorter stands 32 inches high and has an inside width of 12½ inches and a length of 14 inches. Shelves are 12 by 14 inches. Wheels on the stand permit easy movement of the stand.

Student Commercial Club News

With Ideas for Club Activities

WHILE a great many clubs are organized to help students while they are *in school* and to add a little ginger and spice to the day's studies, there is another kind of club—the outgrowth of these “on-the-campus” clubs—made up of graduates who are now *out of school* in the business world. Such a club is the one called Metropolitan Business Women, organized among the alumnae of the Metropolitan School of Business, Los Angeles. It is the outgrowth of a job-finding project initiated by counselors in this large graduate school.

The beginnings of this club lay in the period when employment opportunities were at their lowest level, and when job-hunting was absolutely heartbreaking. It was organized as a job-hunting club. Young women trained at the M.B.S. and ready for placement were organized, says Mrs. Edith Kallmeyer, employment co-ordinator, into a co-operative club with the specific purpose of finding jobs for members of the group. Professional growth and betterment and the furtherance of friendship among the graduates were among the objectives written into the constitution.

The professional attitude of this alumnae group and the high type of program produced by it have been a source of satisfaction to all who have watched this organization function.

It is with keen pleasure, therefore, that we report an invitation from the Business and Professional Women's Club for these professionally minded graduates to become junior members of the Los Angeles Chapter of the Club. This is indeed a distinct honor and we extend congratulations to the Metropolitan Business Women who have been accepted as members by the Business and Professional Women's Club.

HAVE YOU EVER TRIED a Drum and Typing Corps as the basis for a unique club program? Here is the way Miss Ethelind

Gunderson tells us it was done in the Palatine (Illinois) High School:

About twelve students who have a sense of rhythm (and who hasn't?) as well as a good strong staccato stroke are chosen for this exercise, which is done with the *f* and *j* keys. One snare drum is used. The drummer plays a phrase of a drum beat and the typists repeat the rhythm on the typewriter. The drummer then completes the drum beat by playing the second phrase and the typists again repeat it.

This is continued at rhythmical intervals, the typing always repeating the drum beat.

Various different beats are used. Each new beat is taken phrase by phrase, so that the types of rhythm are as varied as the types of drum beats.

The entire student body and faculty show a great deal of interest in this work and visitors are thrilled by it. It is a special attraction that all parents want to see—and hear—on Open House night.

This demonstration, of course, is but one phase of a more comprehensive program that enlightens the audience about the work of the commercial department.

THE VARIOUS QUIZZES that we hear on the radio present many ideas that can be used by a wide-awake commercial club. Two groups of four students each might make up competing teams to answer a battery of questions relative to the subjects they are studying. The questions needn't be confined to the actual subjects but might touch on the subjects as they relate to actual business. For example, students should know something about the history of shorthand, of typing, and of general business. As I am writing these comments, such questions as the following occur to me:

Who was the world's first shorthand champion?
When was double-entry bookkeeping first introduced, and by whom?

What are “standard” words as applied to shorthand dictation?

How many strokes are counted as a word in a typing test?

Who was the inventor of the first practical typewriter?

Who was the first woman to use a typewriter professionally?

In what department of a business is an adding machine most likely to be found?

Name the different types of duplicating machines.

What do the terms *c.o.d.*, *f.o.b.*, and *c.i.f.* mean?

What is the meaning of the word "lading" when used in the expression "bill of lading"?

Such questions are endless, and it would be a good idea to leaven them with questions in a lighter vein, like these:

When asked to file a letter, do you use a wood, steel, or nail file?

Is the "shipper's guide" a man or a woman?

If rabbits make *burrows*, what do *Burroughs* make?

What calculator bears the same name as one of the presidents of the United States?

Name a fountain pen that bears the name of a girl and a small river?

And so on, ad infinitum!

A blackboard might be placed at the side or rear of the stage and as each question is

answered the marker may record a score. At the end of a ten- or fifteen-minute period the scores can be tallied and the winning team announced.

The person who asks the questions should be capable of making a running comment while the students are deciding what the answer should be. On some occasions questions can be asked of specific individuals; at other times, let the students raise their hands if they can answer. Different sets of questions for each group may be used.

Still another way of handling a quiz is to have the "quizzer" stand on the platform and to let the audience raise their hands if they know the answer to his question. On a program of this type you can dispense with the "teams," or you may divide the audience into two groups to make the program more competitive.

The variety of these quiz programs is endless, and if you set some of your students on the job of finding pertinent questions and of planning and conducting such a program, you'll have a good time!

ORDER FORM
B.E.W. CONTEST PROJECT REPRINTS
(See pages 518-533)

B.E.W. AWARDS DEPARTMENT
270 MADISON AVENUE, NEW YORK

I. Please send me, at 1 cent a copy, the following number of project reprints:

.....Bookkeeping Business Personality Office Practice

.....Business Fundamentals Business Letter Writing

Total number of reprints ordered..... Remittance enclosed \$.....

II. Please send me entry forms (two for every 45 students in each division)

Date.....

(Mr., Miss, Mrs.)

(Note: Please print or type)

Name of School

School Address

City and State

English-Improvement Aids

Selected by E. LILLIAN HUTCHINSON

EDITOR'S NOTE: Teachers of English often desire short, well-selected lists of spelling demons, pronunciation demons, etc., for drill purposes, for testing, for extra-credit assignments, or similar uses. This monthly service page is designed to save the teacher's time in collecting such material. It is suggested that the page be clipped out and mounted in a scrapbook. Some teachers may wish to place such material on the blackboard. Suggestions for this page will be welcomed.

Spelling Demons

- | | |
|----------------|----------------|
| 1. accommodate | 6. inflammable |
| 2. arrangement | 7. occurrence |
| 3. business | 8. opportunity |
| 4. chargeable | 9. parallel |
| 5. consensus | 10. possession |

Pronunciation Demons Not

- | | | |
|--------------|---------------|---------------|
| 1. architect | är' kī-tēkt | ärch' i-tēkt |
| 2. aviation | ä' vi-ä' shūn | äv' i-ä' shūn |
| 3. genuine | jēn' ū-in | jēn-ū-in' |
| 4. height | hīt | hith |
| 5. length | lēnth | lēnth |

Most-Used Words: 31-40

- | | | | | |
|-----------|----------|---------|---------|----------|
| 31. which | 33. from | 35. has | 37. our | 39. been |
| 32. will | 34. had | 36. one | 38. an | 40. no |

Synonyms

Apology. An *apology* implies that one has been in the wrong.

Excuse. An *excuse* implies some neglect of duty that it explains or extenuates.

I surely owe you an *apology* for failing to introduce the new receptionist.

Their *excuse* for failing to ship the goods as requested was the time-honored "delay on the part of the manufacturer."

Custom. Long-established practice.

Habit. An aptitude or inclination for some action, acquired by repetition.

Policy. A settled course adopted and followed by a government, institution, body, or individual.

The remembering of the birthdays of friends with greeting cards is a pleasant *custom*.

Form the *habit* of brushing and cleaning your typewriter every day.

It is not the *policy* of our company to allow such discounts.

Words Often Confused

Sometime. An adverb meaning at some unspecified time.

Some time. A phrase consisting of an adjective, *some*, and a noun, *time*, meaning an indefinite lapse of time.

Sometimes. An adverb meaning now and then; occasionally.

A new model of the motor will be put on the market *sometime* next winter.

For *some time* we have noticed that his work has not been up to standard.

Sometimes it is cheaper to buy a new article than to repair an old one.

Deprecate. To express disapproval of.

Depreciate. To lessen in price; to undervalue.

I can only *deprecate* such evident lack of consideration.

Recent improvements have *depreciated* the value of our equipment.

Vocabulary Building

Stratosphere. The upper region or external layer of the atmosphere, in which the temperature is practically constant in a vertical direction. The stratosphere begins at an elevation of 40,000 to 50,000 feet.

Implement (verb). To provide the necessary machinery with which to accomplish or carry out an objective.

A Punctuation Rule

Inc. following the name of a business concern and **Jr., Sr., or Esq.,** following a personal name should be set off by commas.

We can recommend David Cook & Company, Inc., as reliable agents.

You are invited to attend a lecture by Mr. Winthrop Fernald, Jr., on December 15.

Likewise, *etc.* should be set off by commas.

The stenographer should see that her desk is adequately stocked with letterheads, carbons, second sheets, envelopes, etc., at all times.

A Writing Pointer

Much of the formula-like quality of business letters is due to pure laziness on the part of letter writers. If you take pride in writing clear-cut, forceful language, selecting the appropriate word, giving variety to the form of your sentences, and expressing familiar ideas in different and more attractive ways, you will soon be astonished and gratified at the improvement in your style.—*Applied Secretarial Practice.*

The Lamp of Experience

HARRIET P. BANKER
EDITOR



I have but one lamp
by which my feet are
guided, and that is the
lamp of experience.
—Patrick Henry.

IN the May, 1936, issue of the B.E.W., this department contained a description by William Bliss Stoddard, of Redondo, California, of a typing bridge party that Mrs. Elizabeth Jerome, of Medford (Oregon) Senior High School, used effectively in her classes as a motivating device.

Miss Gertrude Dubats, typing instructor of the Beloit (Wisconsin) Vocational and Adult School, has sent us the following interesting description of her method of using this game as a motivating device.

Typing Bridge

Typing for accuracy can be fun!

Have the students insert their papers and set their machines for a timed test. Then group the students in sets of four, representing a table, and have them select partners for the first game.

Each student is given a tally on which he writes his name. One member of each group keeps score. The students are given a printed test and told to type the first paragraph for 1 minute. The signal is given, "Ready, type"—and time is called after a minute has elapsed. Each player checks his own work for errors; then the scorekeeper at each "table" adds the number of errors

of each couple and places the scores under the headings "We" and "They."

The game proceeds, the players typing on the same paragraph until they have been timed for four separate minutes, or have "played four hands." Then the scores are totaled, and the couple having the least number of errors are the "winners" and move toward the head table. The "losers" remain at their tables, except at the head table where the "winners" stay and the "losers" go to the last table. If the game results in a "tie," the couples do not move but exchange partners. Each person records the couple score on his tally.

The players change partners at the end of the fourth 1-minute timing, and the game proceeds; the next four "hands" are "played" by typing on the second paragraph. The length of time for playing depends on the length of the class period, etc.

After the final game, each player adds the figures on his own tally; and the player having the fewest errors wins the prize.

Where a teacher has several classes, arrangements could be made to have the classes challenge one another; or the Commercial Club could extend invitations to its members to attend a "bridge" party.

Clean Erasures on Carbon Copies

WHEN it is important that the carbon copies of typed matter be as good-looking as possible, places where erasures have been made can be hidden by the following method:

After making a clean erasure on both the original and the carbon copy (or copies) without removing the paper from the machine, turn the sheets back in the machine and set the ribbon mechanism on "Stencil." Type the correction once with the ribbon in this position; then reset the mechanism for normal writing and type the correction again. This prevents the carbon copies from appearing "splotchy" at the point where the correction was made. If this is done carefully, the correction won't even be noticeable on the carbon copies.—*Ernest Warnken, Secretary to Harold H. Smith, New York, N. Y.*

Teacher Takes a Speed Test, Too

FROM time to time I join my typing students in taking the daily ten-minute speed tests.

The student having the highest speed and accuracy rate for the day takes charge of the class during the speed test on the following day. That student also gives the final checking to the papers, including my speed test, and posts the results on the chart.

I put myself on the spot sometimes, but the students enjoy taking a test in which the instructor participates, and I enjoy the satisfaction that comes from knowing that my own speed is increasing and my accuracy improving.—*Agnes P. Kammerer, Morris Junior College, Morristown, New Jersey.*

A Mailable-Transcript Record

AS an incentive to the pupils in the transcription class to turn in a greater number of mailable transcripts, I arranged a chart on which to record the number they produce each period. When the total amounts to 200, the achievement is given recognition on the regular award board.

Each of the six pupils having the most mailable transcripts receives an especially designed gold pin at graduation.

The chart, which measures 24 inches by 36 inches, is made on a piece of oak-tag. The pupils' names are listed at the side, and the remaining space is ruled in small blocks for the recording.

The margin of the chart is decorated with miniature letters mounted on colored construction paper.

Since devising this plan, I have noticed a decided improvement in the accuracy and neatness of the transcripts handed in by my pupils.—*S. M. L., Sacred Heart Commercial School, Columbus, Ohio.*

A Reading Privilege

I HAVE put a table with some chairs around it in the typing laboratory. On this table I keep about ten issues of the *Gregg Writer* for the students to read in

their spare time. On the cover of each magazine I have pasted a list of the articles that should appeal especially to typing students. This notice is usually headed with such captions as:

Have You Read?

A Boy Would Like These Articles!

Did You Know That?

This plan has completely eliminated the problem of student talking at the end of the period as well as restlessness on the part of some pupils who now and then have an off-day in typing. No one has abused this reading privilege, and a great many students have become interested in the shorthand course because of their access to this magazine.—*Margaret Mary McGuan, Washington High School, New London, Wisconsin.*

EDITOR'S NOTE—Miss McGuan's suggestion is an interesting one in its own right and particularly interesting because it can so readily be expanded to include other rooms, such as the home room, the study hall, and the faculty room. In the faculty room, not only could marked copies of the *Gregg Writer* be made available for reading but also copies of the *BUSINESS EDUCATION WORLD*, with attention called to articles on current pedagogical problems.

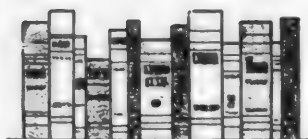
Phrase Letters on Window Shades

ORDINARY window shades of the roller type, which may be purchased for about 25 cents, are used for making the phrase-dictation charts described here.

A sign writer who has a knowledge of shorthand reproduced the phrase letters for me in two-inch characters on finely drawn lines. The letters, many of which I composed myself, are so worded as to contain many frequently recurring phrases. The phrases are underlined in red ink, which makes the possible phrase groupings stand out clearly and unmistakably.

When a phrase-building session comes along, it is an easy matter "just to pull down a shade." The rack on which the charts are mounted hold six shades.

We work on these letters until the phrases are as familiar to the students as are the brief forms.—*Beryl Hexted, Shorthand Studio, Seattle, Washington.*



Your Professional Reading

MARION M. LAMB

Let this department guide your professional reading. The B.E.W. is constantly on the lookout for new books and magazine articles of interest to business educators.



How To Win What You Want

By Kenneth Goode. Prentice-Hall, Inc., New York, 1940, 227 pages, \$2.50.

A book for your library that many students need and most students will like because of its humorous anecdotes, *How To Win What You Want* emphasizes the value of time above all other considerations.

There are seven rules to be followed to success, according to the author: focusing the single goal; projecting the direct line; fixing the definite date for arrival; scheduling the daily delivery of achievement; controlling progress as scheduled; delivering from within (emotional drive and power); and reducing outside resistance.

Telephone Selling

Edited by Norris A. Brisco. Prentice-Hall, Inc., 1940, 351 pages, \$3.50.

One cannot help wondering, in reading this book, whether the editor is primarily interested in retailers or in telephone companies, so many of the pages are devoted to selling the retailer on the use of the telephone!

It is interesting to know that "in stores where telephone merchandising is well-organized, the average amount booked per telephone salesperson ranges from \$150 to \$200," and that "selling cost per dollar of telephone business scaled to about three cents; the per-dollar cost at the counter was more than five cents."

It must in all honesty be pointed out, however, that names of stores are conspicuously absent in the facts and figures presented. The copy reminds us of those misty stories we hear about

"a certain friend" or "a man I once knew." I believe that most of us would be willing to trade a little surplus enthusiasm for some precise information; we don't accept success stories on faith so easily as we did a few years ago.

The chapters on the selection and training of telephone salespeople are good, and the actual techniques of selling by telephone, presented in detail through several chapters, should be read by all students of salesmanship.

Research Studies in Business Education

Monograph 1, Delta Pi Epsilon, Beta Chapter, Stillwater, Oklahoma, 1940, 85 pages. \$1, single copies; 25 copies or more, 60 cents each.

This monograph disproves two old saws: first, that theses never see the light of day because they are so uninteresting; and second, that a man must be dead before he can be appreciated and duly eulogized.

Most of these theses were recently completed at Oklahoma Agricultural and Mechanical College, Stillwater.

The contents include:

"Implications of the Youth Employment Problem to Secondary Business Education," by Ethel Brock.

"Problems of Teachers of First-Year Typewriting in Oklahoma," by Linnie Ruth Hall.

"Frederick G. Nichols' Philosophy of Secondary Business Education," by Rena Head.

"A Study of the Subsequent Academic and Vocational Activities of Drop-out Students of the School of Commerce at Oklahoma Agricultural and Mechanical College," by Ruby Hemphill.

"Business Teaching Personnel in the White Public High Schools of Oklahoma," by Hal F. Holt.

"A Study of the Prognostic Value of the MacQuarrie Test for Mechanical Ability in First-Year Typewriting Speed," by Florence Woodard Lackey.

"The Status of Professional Thought Regarding Aims and Objectives of Business Education in Public Secondary Schools of the United States," by Robert A. Lowry.

"A Study to Determine the Major Issues of Business Education," by Byron L. Newton.

"Relationship Between the Academic and Business Marks of High School Students," by Ora LaCour Walden.

"An Analysis of the Writings of Paul S. Lomax with Particular Reference to His Philosophy of Business Education," by Ruth C. Williams.

"An Analysis and Comparison of the Vocabularies of Functional Method Dictation and Speed Drills in Gregg Shorthand," by O. Claude Harper.

Miss Hemphill's study was completed at the University of Southern California and is of especial interest to educators concerned with the problem of curriculum adjustment to student needs.

Profitable Showmanship

By Kenneth Goode and Zenn Kaufman. Prentice-Hall, Inc., New York, 1940, 180 pages, \$2.50.

Don't miss this one. You can in all good faith order *Profitable Showmanship* as a library reference for your salesmanship students, for it is instructive and sensible; but we suggest that you read it for your own entertainment before the book goes into general circulation and popular demand.

We have space to quote only this favorite: "Consider the showmanship exhibited by the Louisville, Kentucky, police department when it put up this startling warning: 'Slow down before you become a statistic.'"

Sources of Supplementary Materials for Courses in Consumer Education

By Paul L. Salsgiver. Monograph 50, South-Western Publishing Co., Cincinnati, Ohio, free.

This bibliography of consumer-education agencies gives sixty-one pages of information about the nature and contributions of the many organizations interested in consumer welfare.

If you're teaching a consumer-education course in high school or college, you had better write for your copy!

Matching Youth and Jobs

By Howard M. Bell. American Youth Commission of the American Council of Education, 744 Jackson Place, Washington, D. C., 1940, \$2.

This is the familiar, paradoxical story of four million young persons out of jobs with eighteen thousand different kinds of jobs from which they could choose, but for which they are not prepared. The reasons? High schools that emphasize college-preparatory curricula; parents who refuse to allow their children to enter the trades, insisting that they prepare themselves for underpaid, overcrowded white-collar jobs; lack of competent counselors in schools and employment offices.

In attempting to unravel and salvage this tangle of human waste, the Youth Commission and the Employment Service Division selected for study and experiment four cities—St. Louis, Baltimore, Providence, and Dallas—and four rural areas in Missouri and Maryland. In each of these districts a council was formed, representing the schools, local employment offices, industry, organized labor, social workers, service clubs, the churches, and various groups of young people.

The council once selected in a district, the next

step was a survey of youth unemployment on the one hand and of available jobs on the other, accompanied by a continuous campaign of publicity. Help was procured from the state departments of education and labor; from the Occupational Outlook Service of the United States Bureau of Labor Statistics; from the Occupational Information and Guidance Service of the United States Office of Education; and from the Employment Service Division.

Social-minded citizens interested in serving their young men and women, rather than shelving them, will be interested in Mr. Bell's conclusions concerning these "adventures in human engineering."

Concerning the part the schools can play in such programs, Mr. Bell believes that high schools should broaden their curricula to include basic vocational information and training in skilled work of all types found in the immediate community. Every three hundred students should have a full-time counselor, not only to help them determine their aptitudes and abilities but also to help them get their initial jobs and to make good in those jobs.

"No type of social program costs so little and yields so much," Mr. Bell says in conclusion. "As adventures in human engineering, such programs, when properly understood, have the rare virtue of appealing to both humanitarianism and self-interest."

The Preservation of Business Records

By Ralph M. Hower, Assistant Professor of Business History at the Harvard Graduate School of Business Administration. Business Historical Society, Baker Library, Soldiers Field, Boston, Massachusetts, 1940, 56 pages, free.

A reference pamphlet for your business-organization, office-management, and secretarial-practice classes, *The Preservation of Business Records* tells why business records should be preserved; what material should be selected for preservation; how records should be preserved; and when systematic preservation should be undertaken.

The last half of the booklet explains current practices of such firms as advertising agencies, banks, department stores, public utilities, railroads, and several types of manufacturing concerns.

The Dangers to Democracy

A FLOOD of printed material is now appearing on the dangers to our democratic way of life.

Librarians, teachers, and laymen alike are confused by the bewildering amount of reading material available and are often unable

to classify with any satisfaction the true nature of the threatening forces.

Much help in the task is to be found in a 32-page pamphlet, *The Dangers to Democracy*, recently published by the American Library Association.

This booklet is a list of annotated readings on the subject, classified under fourteen groups, as follows:

1. The Dangers from Without
 - A. From the Armies of Tyrants
 - B. From the Ideas of Tyrants
 - C. From the International Anarchy
 - D. From the Recoil of War
2. The Dangers from Within
 - A. From the Lack of Economic Democracy
 - B. From the Spirit of Ruthless Individualism
 - C. From Unemployment
 - D. From Frustrated Youth
 - E. From Disunity and Group Antagonisms
 - F. From Loss of Civil Liberties
 - G. From Propaganda and Hysteria
 - H. From Diminishing Democracy in Local Affairs
 - I. From a Lack of Civic Education
 - J. From Disregard of Things of the Spirit

For each of these groups, the readings are divided into books, pamphlets, and articles.

Copies of this pamphlet may be obtained from the American Library Association, 520 North Michigan Avenue, Chicago, Illinois, at 25 cents a copy.—E. L. H.

Distributive Education

By Kenneth B. Haas. The Gregg Publishing Company, New York, 1941, 310 pages, \$2.

This book fills a long-felt need for a complete classification and discussion of the problems of distributive education. The aims of the book are to show how courses and programs for all levels of distributive-education training may be promoted, initiated, organized, administered, supervised, co-ordinated, and taught.

Much of the material in the text was taken from or is based upon vocational bulletins published by the United States Office of Education, Washington, D. C.

The first section deals with training in the secondary schools for distributive occupations. Problems peculiar to this school level are discussed in detail.

Other sections treat the problems of distributive-

education programs for adults and the organization and administration of distributive education in evening classes, part-time classes, and co-operative part-time classes.

Of special help are the many contract and report forms; plans for retail-selling departments and course content outlines; and personal-data sheets and various rating scales included in the appendices.

This book will be of definite value to all State personnel, as well as to teacher-trainers, city supervisors, co-ordinators, teachers, merchants, store-training personnel, and interested laymen.—R. T.

A FREE mimeographed bulletin entitled *Radio and National Defense* has been issued by the Educational Radio Script Exchange, United States Office of Education, Washington, D. C. It lists numerous radio scripts and recordings of radio programs that have been given over the past few years on civil liberties, origins of Americans, American historical episodes, democracy, pan-Americanism, etc.

THE RECORD of the Negro, "the forgotten man of modern times," is to receive attention during the celebration of Negro History Week, February 9 to 16, sponsored by the Association for the Study of Negro Life and History, which celebrated its silver anniversary on September 9, 1940.

Headquarters of the Association, which is providing free materials for the observance of Negro History Week, are at 1538 Ninth Street, N.W., Washington, D. C.

NEW MEXICO commercial teachers rank high in educational qualifications, according to "A Survey of Commercial Subjects Taught in the Public High Schools of New Mexico," a thesis prepared by Arvel Branscum, who is a teacher in the business administration department of Eastern New Mexico College, at Portales.

Among New Mexico commercial teachers, 98.75 per cent have bachelor's degrees and 18.75 per cent have master's degrees. The average commercial teacher has 8.41 years of teaching experience; the average tenure is 3.53 years; the average load is 6.19 fifty-minute periods daily; and the average salary is \$1,297.57.

Seventeen different commercial subjects are taught in the public high schools of the state. Typing I is the most popular commercial subject, with 38 per cent of the commercial enrollment and 15 per cent of the total enrollment studying it.

See page 518 for details about the Fourth Annual B.E.W. Contest for students.



Shorthand Practice Material

THE GREGG WRITER

★ Each month the B. E. W. gives in this department some 5,000 words of selected material counted in units of 20 standard words for dictation. This material will be found in shorthand in the same issue of THE GREGG WRITER. ★

I Believe in America

By WILFERD PETERSON

Editor, "The Friendly Adventurer"

IN a topsy-turvy world where dictators glare at us from the pages of magazines and shout at us over²⁰ the radio;
In a world sick with isms and propaganda from pink to scarlet,
I, a plain citizen of³⁰ these United States, wish to reaffirm my faith in democracy;
I believe in America!

America,⁴⁰ where a humble immigrant boy from Scotland could become the Steel Master;
America, where a plain mechanic⁵⁰ could become an Industrial Giant;
America, where a telegraph operator could become the⁶⁰ Genius Who Lighted the World;
America, where a lanky, homely lad, born in a log cabin, could become the⁷⁰ Leader of a Free People;
America, where a man can stretch himself and grow;
America, where life is an⁸⁰ adventure and the sky is the limit;
America, where the sun of inspiration and encouragement shines⁹⁰ on men;
America, where the individual counts most and human personality is supreme.

I believe¹⁰⁰ in America!

America, where a man need defer to no tyrants, be servile to none, and can look¹¹⁰ the world courageously in the eye;
America, where a man can stand on a soap box and say his say without¹²⁰ facing a firing squad at dawn;
America, where we can laugh out loud at our leaders without being led away¹³⁰ to a prison cell;
America, where we can sleep in peace without fear of awaking to the cannon roar¹⁴⁰ and marching feet of an invading army;
America, where a man can freely worship the God of his fathers¹⁵⁰ or find God in his own way amid the singing streams and whispering trees of the great outdoors.

I believe in¹⁶⁰ America!

America, where our purchasing power is greater than that of the five hundred million people¹⁷⁰ in Europe and larger than that of more than a billion Asiatics;
America, where bluebloods and bootblacks,¹⁸⁰ business executives and bums have the same privileges;
America, where mechanical slaves help with¹⁹⁰ the work at the press of a button;
America, where citizens from playboys to plowboys own automobiles;²⁰⁰
America, where everybody goes to ball games and eats peanuts;
America, where fish poles and golf clubs²¹⁰ take the place of swords and guns;
America, where the average man is richer and happier than anywhere²²⁰ else on the globe.

I believe in America!

America, where we progress through evolution, not revolution;²³⁰
America, where creative thinkers and earnest workers are building a brave new world in which to live;²⁴⁰
America, where achievement is written in steel and stone and growing things: towering skyscrapers, inspiring²⁵⁰ cathedrals, gigantic bridges, modern hospitals, beautiful parks, research laboratories, and halls of learning;²⁶⁰
America, where new horizons of opportunity beckon men who possess the pioneering spirit;²⁷⁰
America, where men may dream great dreams and make those dreams come true;
America, where the upward march of man²⁸⁰ has but begun! (543)

How the Silk Industry Was Born

From "Ford Home Almanac and Facts Book"

CERTAIN INSECTS, chiefly the mulberry caterpillar, eject a body secretion in long, liquid strands with¹ which they wind cocoons in which their eggs hatch. The strands soon harden into very thin, but strong and lustrous threads. More than² twenty-seven hundred years before Christ,

Si-Ling-Chi, a Chinese Princess, conceived the idea of unravelling⁹⁹ a cocoon and weaving the thread into a garment. The emperor, Hoang-ti, was so pleased that he commanded¹⁰⁰ that his people be taught to raise the worms and weave the threads. The Chinese sought to monopolize the industry.¹⁰¹ Death was the penalty for disclosure of the secret to a foreigner. For more than 3000 years they¹⁰² succeeded. Then another Chinese Princess, betrothed to an Indian Prince, in leaving for her new home, took worms and¹⁰³ mulberry leaves, concealed in her headdress, as a present to her Prince. From India the knowledge of the silkworm's¹⁰⁴ secret spread around the world. The American colonists were the first to develop the industry in the¹⁰⁵ Americas. Today the United States produces more than 120 million pounds of silk annually. (201)

MENTAL STAGNATION attacks both young and old, but old-timers are a little more likely to catch the disease and¹⁰⁶ therefore, the older you are, the more you should be on guard against stagnation. Never become completely satisfied¹⁰⁷ with yourself or with any method or idea which you have originated. Do not resist change and¹⁰⁸ progress, but get into the spirit of progress and help shape it. (71)

ONE ALASKA NIGHT

A true story of the most terrifying night I ever spent in Alaska

By BARRETT WILLOUGHBY

Author of "Spawn of the North," "River House," "Sondra O'Moore," etc.

Reprinted from the Book ALASKA HOLIDAY by special permission of the author and her publishers, Little, Brown & Company, Boston, Massachusetts

Barrett Willoughby finds romance and adventure in every inch of her native Alaska. She knows its history, its gorgeous scenery, and its people. All these elements are charmingly reflected in lively fashion in this volume.

A ROOT tripped me and threw me flat in the trail that led through the blueberry thicket. The green brush closed over me, shutting¹⁰⁹ out the ranks of Alaska hemlock, already somber in the sundown light. Too tired for a moment to stir,¹¹⁰ I lay, face on my arms, feeling that I'd been foolhardy to start out alone on a ten-mile hike across an¹¹¹ unfamiliar peninsula; yet comforting myself with the thought that it could not be much farther to the coast fox¹¹² ranch, which was my destination.

For some time I had been breasting through this growth of blueberry brush which met thinly¹¹³ above my trail; but as my mind was intent on a story I was planning, I had failed to take this for what it¹¹⁴ was—a warning of something wrong. Now, nose to the ground, I became aware of a rank, musky odor that brought my¹¹⁵ head up with a jerk. Something queerly crawling touched my cheek. I slapped my hand over it and looked at what I'd caught—a¹¹⁶ long tuft of coarse brown hair dangling from a twig above.

One startled glance, and I knew it had been

raked from the side of¹¹⁷ an Alaskan brown bear—the largest carnivorous animal that walks the world today.

Earlier in the¹¹⁸ afternoon I had seen an enormous track in a patch of damp clay beside my path and, with a shiver, had placed my¹¹⁹ own foot inside it. The imprint, from heel to claws, was exactly twice the length of my number-two-and-a-half boot.¹²⁰

I would have turned back then, had I not remembered that these beasts commonly avoid trails much traveled by man. Now, with¹²¹ the tuft of hair clutched in my hand and sudden alarm sharpening my perceptions, I scrutinized the path leading¹²² forward under the leafy tunnel in which I lay.

All along it, evenly spaced in the damp, brown mold, were deep¹²³ depressions, round and large as dinner plates. The roots across it were plushed with moss, and unmarred. Men tread on the roots in¹²⁴ their trails; animals step over them. Obviously no human being had passed this way for at least a year.

The¹²⁵ truth came with a shock—I had been following a bear trail! For how long I didn't know. But it was already getting¹²⁶ dark, and I was unarmed.

I had read many articles written by tourist sportsmen setting forth the theory¹²⁷ that these fifteen-hundred-pound brutes, literally as big as a horse, will not attack man unless first provoked.¹²⁸ But, being an Alaskan, this theory was of no comfort now. All my life I'd been seeing bear-maimed men brought¹²⁹ in from the woods—unarmed men who had been struck down by a single swipe of a brownie's barbed paw.

I'm not a hunter.¹³⁰ I'm not even a brave woman. And I'd never before been alone in a bear-infested forest with night coming¹³¹ on. In that first chill of apprehension my one absurd desire was to make myself very small, like a wood¹³² mouse, and snuggle down there under some concealing leaf until the sun came up again. Then I recalled the fact that¹³³ bears do most of their traveling after dark—and I was lying prone in the middle of one of their thoroughfares.¹³⁴

I leaped to my feet, turned off the trail, and began plowing through the brush, intent only on putting all possible¹³⁵ distance between me and that place before dark.

Almost at once the bushes thinned out and I was able to make good¹³⁶ time through stretches of short ferns; but the great, gray hemlocks linked their boughs above every open space, and the light was¹³⁷ fading fast. In the green gloom there was a curious hush that made me anxious to get out of the timber to the¹³⁸ openness of the seacoast. Oddly, it was only now, when I was safely away from the bear trail, that this fact¹³⁹ dawned on me—I had no idea which way to go.

I was lost!

In that instant of realization all my¹⁴⁰ strength seemed to ooze out of me into the ground. Then panic came upon me. I had a senseless, almost uncontrollable,¹⁴¹ impulse to dash madly through the trees, regardless of direction, bears or anything else. But I got hold¹⁴² of myself; decided on a course; and with forced calmness went for-

ward, watching tensely for that breaking away of⁷⁰⁰ the timber which foretells an approach to the sea.

Every step but took me deeper into the darkening⁷²⁰ wilderness. There was no wind. Not a thing moved except myself. Not a leaf; not a twig. Even the jade-white hanks of deer⁷⁴⁰ moss pendant from the hemlock boughs hung still, like the hair of an old woman, long dead.

The very *silence* began to⁷⁶⁰ frighten me. It was a sly, listening stillness as if, among the trees, some form of life had hushed its action just⁷⁸⁰ an instant before my coming, to watch me and fall in behind me after I'd passed. I found myself stepping⁸⁰⁰ furtively, trying not to make any noise and straining to hear the *slightest* sound. I kept glancing back over my shoulder;⁸²⁰ and every *few feet* I'd stop suddenly, holding my breath while I studied a moss-grown log, or the thorny⁸⁴⁰ arm of a devil-club which I was sure had stirred a second before.

I never could surprise any movement or⁸⁶⁰ hear any sound; yet slowly terror was growing in me.

Ferns, moss, bushes—all were losing their green now, and the ground⁸⁸⁰ was dim with a swimming vagueness which caused me to *miscalculate* my steps. I stumbled often. I knew I should stop⁹⁰⁰ and build a fire for the night while there was yet light enough to gather a pile of wood. But the *desperate* hope of⁹²⁰ reaching the open beach drove me on.

I was groping with my feet, my gaze fixed ahead when, out of the tail of my⁹⁴⁰ eye, I saw a blurred form stirring in the shadows under the hemlocks. I jerked my head around to look.

Nothing moved.⁹⁶⁰

I *went* on, tiptoeing now, and presently began to be fearsomely aware of the hemlocks. Hemlocks—somber,⁹⁸⁰ *sentient* witch-trees of the North, holding night under their long dark arms. . . . I could have sworn they were moving, slyly closing¹⁰⁰⁰ in around me . . . watching . . . waiting for something unhuman to happen. . . . The mystery and *cruelty* of the¹⁰²⁰ woods seeped into that *primeval* level of my mind where eerie *personalities* of *childhood* tales lie buried.¹⁰⁴⁰ Lesiy, half-human Thing of the forest, with ears like a horse, and two moss-covered legs like a goat's, came alive in¹⁰⁶⁰ the ferny obscurity under the trees. Lesiy, *master* of bears, who tricks the wayfarer into losing his¹⁰⁸⁰ trail; and then, at dusk, turns him into a laughing maniac by peeping out from behind tree trunks, smiling horribly¹¹⁰⁰ and beckoning with fingers a *foot* long. . . . Once I forced myself to go close and touch a glaucous fungus fanning¹¹²⁰ out from a hemlock bole—to make sure it was a fungus, and not the face of Lesiy.

I wondered if the "woods-madness"¹¹⁴⁰ that seizes lost persons was coming upon me so soon.

And then, I paused to stare at a murky clump which I¹¹⁶⁰ hoped was only bushes looming against the vague knoll ahead. The clump, big as a truck horse, started toward me. It¹¹⁸⁰ kept coming, slowly, ponderously, swinging a great, low head. Brush rattled under its shambling tread. I smelled the rank,¹²⁰⁰ musky odor of bear.

The next instant I had turned from the monster and was running madly through the semi-darkness,¹²²⁰ of the forest. (1224)

(To be continued next month)

Listen From Within

From "The Silver Lining"

THOMAS EDISON'S deafness was not a handicap—it proved to be one of the secrets of his success. "It has³⁰ been a blessing to me," he said, "because it has forced me to listen from within."

When you "listen from within" you⁵⁰ draw on your subconscious mind. You put to work your great storehouse of recorded impressions. Emerson recommended⁶⁰ that every man should have a Quiet Room away from noise, distraction, and confusion where he can be⁷⁰ silent and think. Steinmetz had a shack in the woods. So did Elbert Hubbard, Thoreau, and other great thinkers.

The great⁸⁰ scientist Von Helmholtz divided creative thinking into four steps: Preparation, Incubation,⁹⁰ Illumination, and Verification. Incubation means to relax and "listen from within." Then comes the illumination¹⁰⁰—the flash of inspiration.

Those who work only with their conscious minds are shallow thinkers. To plumb the depths,¹¹⁰ to soar to the heights, we must learn to "listen from within." (170)

Nuggets of Wisdom

I DO NOT think much of the man who is not wiser today than he was yesterday.—Lincoln (16)
—From the "Silver Lining."

• • •

ALL the problems of the world could be settled easily if men were only willing to think.—Dr. N. M. Butler (20)

• • •

BE a self-starter and don't make a crank out of the boss.—Harry Guilbert (13)—From the "Silver Lining."

Graded Letters

For use with Chapters One, Two, and Three of the Manual

CHAPTER ONE

Lee:

Are you going to get your relay team into the Track Meet this month? With a little more time and the needed³⁰ amount of drill, it could be a great team.

Many a good team is coming and all of them will make the meet a treat⁶⁰ to come to. At the end of it the Mayor will greet the leading men in the middle of the arena and hand⁷⁰ a medal to all of them. Those men that are eliminated will get a "hand" too. The day will remain in the⁸⁰ memory of all that aid in making it a great meet.

Would your team like to go? I am more than eager to take them¹⁰⁰ there.

Harry (102)

CHAPTER TWO

Jane:

It has been a happy task for me to help you with your selection of a desk. I feel that you have made a³⁰ good selection and I bet that you have not fretted over it since Fredericks said an

analysis was made before¹⁰ the sale to get the desk that would undergo the most strain. From a mass of desks this make was picked as the least frail¹⁰ and the easiest to fix.

I think you are going to like your desk very much.

Emily (76)

CHAPTER THREE

Dear Sir:

I must confess that my own conceit compels me to tell you more about the theater our company²⁰ is opening near your home.

Two big motion films will be shown daily as well as many smaller ones, and comedies.⁴⁰ Soft, easy chairs will make it possible for you to see everything in great comfort. Our stage shows will employ⁶⁰ only stars with well-known names—stars that you love.

You can readily see that our theater will be able to⁸⁰ give you greater—bigger thrills for your money than any other in the county. And the amount for which our cashiers¹⁰⁰ at the ticket office will ask, will be as low as that in any of the theaters in this state.

Very¹²⁰ truly yours, (122)

Graded Letters

For use with Chapters Four, Five, and Six of the Manual

CHAPTER FOUR

Dear Sir:

We know we are way ahead of you, but we have been told that you will be looking for a trucking company²⁰ to carry some drugs safely and swiftly, with the emphasis on the "safely," to a drugstore in the upper⁴⁰ part of the state.

Frankly, we are exceedingly eager to have your business. Our trucking company is not unknown⁶⁰ in the trucking business. For years we have been able to effect great savings of expense for our friends, yet we⁸⁰ have built up a business that is the envy of all trucking companies.

We should like very much to quote our charge¹⁰⁰ for this task. We are more than sure it will meet with your acceptance. Should you wish to examine our trucks, we shall be¹²⁰ glad to have you visit us. Our company is open evenings until ten.

Very truly yours, (137)

CHAPTER FIVE

Dear Sir:

Have you tried driving the new Mayo Six? If not, rush downtown to your dealer's right now and take advantage²⁰ of his exceptional plan that will permit you this opportunity.

Thousands—no, millions—have seen in this⁴⁰ sensible manner why Mayo has assumed the lead in point of sales among low-priced cars. A ride in the Mayo will⁶⁰ make your eyes light up and bring a smile to your lips. The quiet purr of the motor will give you a feeling of⁸⁰ genuine satisfaction; and then, when you give it the gun on the highway, it will take your breath away with its smooth¹⁰⁰ performance.

The new line of Mayos is a sight to see, and

your dealer will be glad to show you the new¹²⁰ 1941 styles.

Dollar for dollar the Mayo is the car to buy.

Very truly yours, (137)

CHAPTER SIX

Dear Mr. Bond:

As you know, your representative, Mr. Fields, and I had planned to spend the entire month of²⁰ January at your plant inspecting the negatives and positives of the plates for our new book, but a bad cold⁴⁰ compelled me to stop work.

I am now sufficiently recovered to discharge my duties, and I am ready to⁶⁰ begin the job. In view of the long delay, we will have to put our shoulders to the wheel in order to get⁸⁰ copies of the book by March 15.

Sincerely yours, (89)

Successful Failures

From the "K.V.P. Philosopher"

"IF YOU have tried to do something and failed, you are vastly better off than if you had tried to do nothing and²⁰ succeeded."

Somebody had found the sentence somewhere, and had copied it out on a filing card, and dropped it on his⁴⁰ desk. Just at that moment he was sick with discouragement. He had honestly tried, and things had gone wrong. His failures⁶⁰ had broken his spirit and he had about decided that he was a failure because he had failed.

But the little⁸⁰ card awakened in him a certain curiosity. He began to make an examination of his¹⁰⁰ failures. Then, to his amazement, he found that all the time he had been failing he had been growing. In every¹²⁰ failure there had been a reason, and he had found them, had corrected them, and had undertaken the task anew.¹⁴⁰ The result was that he was a bigger man after every failure than he had been before he tried.

Then he¹⁶⁰ made another discovery. His first failure had been in a small enterprise. The next time he tried he had¹⁸⁰ undertaken a bigger enterprise, and failed in that. The next adventure was on a still larger scale. As he surveyed²⁰⁰ the list of failures, he discovered that each one had been bigger than the last because he had been attempting²²⁰ bigger tasks.

It has been said that George Washington became one of the great strategists of his time, in a military²⁴⁰ sense, because he made his failures teach him the science of marshalling armies of men. It is a fact that²⁶⁰ American armies lost more battles than they won in the Revolutionary War, but they compelled the British²⁸⁰ to teach them something of the science of warfare in every engagement. The generals and the men came³⁰⁰ out of every defeat stronger than they were when they went in. They were harder men to meet after every³²⁰ defeat.

Scores of men had hunted for the secret of making photographs, long before Daguerre discovered the secret³⁴⁰ of making an image last on a sensitized tin plate. But the great Frenchman took advantage of everything³⁶⁰ the failures had learned, and when his first photograph turned out right it represented the accumulated³⁸⁰ experience of all the experimenters.

Medical science has not yet conquered cancer. The secret of its⁴⁰⁰ cause still eludes us. But one little fact is proved in one laboratory, and another fact is proved in⁴⁰⁰ another. Some day, some man will take all the facts, put them together, and using them as a foundation, will solve the⁴⁰⁰ problem. But his success will be built upon the failures of all the investigators who have gone before him.⁴⁰⁰

The modern science of paper making is the product of efforts, many of which were unsuccessful, on the⁴⁰⁰ part of thousands of experimenters all over the world during the last four thousand years. No one knows how many⁴⁰⁰ failures have gone into the successful manufacture of one sheet of beautiful bond paper.

Any man⁴⁰⁰ who digs out a fact is a success, even though he die short of the goal he has set for himself. No man is a⁴⁰⁰ failure who keeps on getting up after every blow.—R. L. S. (550)

ALL things are difficult before they are easy.—
Thomas Fuller

Air Checks Its Dirt Before Entering New Building

By WESTINGHOUSE

ALL AIR must check its dirt at the entrance and take a bath before being admitted to the newest office building³⁰ in Des Moines, architect Leland H. McBroom stated.

This cleaning treatment of the atmosphere, he continued,⁴⁰ goes on in the recently completed Banker's Life Building, home of one of the country's ranking life insurance⁶⁰ organizations.

New products of research laboratories have been combined, for the first time, in a building³⁰ specifically designed for highly efficient air conditioning, with the result that it is "an¹⁰⁰ exhilarating oasis where the sticky heat of summer and the drafty coldness of winter are to be leveled¹²⁰ out into a continual evenness of temperature and humidity."

The dust and dirt checking³⁰ concession is electrically operated by a bank of Precipitron cells, developed in the research³⁰⁰ laboratories of the Westinghouse Electric & Manufacturing Company. These cells put an³⁰⁰ electrical charge on each particle of dirt passing through them to make the particles literally leap out of²⁰⁰ the air.

George F. Begoon, manager of the Precipitron Division of Westinghouse stated that the Precipitron³⁰⁰ removes as much as ninety-nine per cent of all sizes of dirt particles. In a year's time, it is³⁰⁰ estimated, the installation will have collected about two hundred seventy bushels of particles from³⁰⁰ the air which passes through it at the rate of one hundred twenty-six thousand cubic feet, or ten thousand pounds, per³⁰⁰ minute. Since about one thousand tons of dirt settle out of the air annually on each square mile of this country,³⁰⁰ according to research records, the customary filtering, washing, and temperature conditioning³⁰⁰ of the air was not enough in this

modern office building. Particles less than two and one-half thousandths of an³⁰⁰ inch in size pass readily through the 200-mesh screens of mechanical filters. The filters will remove eighty³⁰⁰ per cent of the dirt by weight but only twenty per cent by count.

"The remainder, much of it in the form of³⁰⁰ dispersed and invisible smoke, remains in the air until withdrawn by the Precipitron. About ninety per⁴⁰⁰ cent of this will consist of particles one hundredth the diameter of human hair. By weight, the collection⁴⁰⁰ will consist of one third ash; another third fixed carbon, soot, lampblack, and other derivatives; and the remaining⁴⁰⁰ third, vaporous matter such as oils and greases. Sulphur, bacteria, pollen in season, and other substances⁴⁰⁰ found in suspension in the atmosphere of any city are also deposited on the plates of the⁶⁰⁰ Precipitrons.

"If magnified two hundred fifty thousand times, the larger particles which pass readily through⁵⁰⁰ the two-hundred-mesh screens would appear to be fifty feet in diameter. An average sized dirt particle⁵⁰⁰ of the type that fills the atmosphere would appear as large as a baseball at this magnification. However,⁵⁰⁰ enlarged to the same degree, the normal smoke particle would be little more than an inch in diameter, or⁶⁰⁰ slightly larger than a golf ball. Billions of such tiny particles are emitted with each puff from a cigarette.⁵⁰⁰

"The Precipitron does not use a sifting apparatus. It pulls dirt out of the air, as a magnet attracts⁶⁰⁰ iron filings. Each dust particle first takes on an electrical charge as it passes tungsten wires which are⁶⁰⁰ as fine as human hair and charged to twelve thousand volts. Then, as the air passes between charged plates, the dust particles⁶⁰⁰ are attracted to plates of opposite charge to their own.

"In addition to comfort, manufacturers' records⁶⁰⁰ show such efficient air cleaning promotes health and efficiency. Trials have demonstrated that sufferers from hay⁶⁰⁰ fever and asthma are greatly relieved in an electrically cleaned atmosphere. Certain types of sinus ailments⁷⁰⁰ also have yielded. Also, it has been found easier to remove dirt from the air than from workers' clothes and⁷⁰⁰ office equipment, furniture, walls, ceilings, and fixtures."

A new thing in office air conditioning has been⁷⁰⁰ introduced at the Banker's Life Building, a booklet issued by the company points out in the following excerpts:⁷⁰⁰ "Heating and cooling of walls is used to help stabilize the air conditioning by balancing heat and cold losses⁸⁰⁰ at walls and windows. Behind removable steel walling, run copper pipes, through which is circulated cold water⁸⁰⁰ in summer, hot water in winter, to act as a blanket to complement the air conditioning system.⁸⁰⁰

"The system is accurately and automatically controlled so that the widest variation in⁸⁰⁰ temperature in the rooms is not more than three degrees. Bodily heat of occupants and heat dissipated by⁸⁰⁰ electric lamps is neutralized by introducing the conditioned air through the ceiling at two degrees less than⁸⁰⁰ the room temperature. Adjustments are even made to compensate for the differences between sunny and⁸⁰⁰ shady sides of the building.

THE SPOTLIGHT TURNS TO A NEW PHASE OF BUSINESS EDUCATION

DISTRIBUTIVE EDUCATION

By Kenneth B. Haas

One of the foremost authorities
on distributive education in the
United States.



Here in one book—a trail-blazing contribution—you get

- ... complete information and guidance on organized instruction in distributive education, and
- ... methods material for promoting more efficient teaching in distributive education.

This ideal text for distributive education teacher-training courses should be in the professional library of

- (1) Teachers, supervisors, and directors of distributive education classes.
- (2) Teachers and directors of vocational education.
- (3) Heads of commercial education departments, principals, and superintendents of high schools.
- (4) Merchants and any others interested in distributive education.

Chapter Headings

Need for Distributive Education
Secondary-School Training for Selling Activities
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"Conservation of space was another consideration in the new building.⁷⁵⁰ Combination of steel construction, wall heating, and ceiling air conditioning has permitted the elimination⁵⁰⁰ of supporting columns, radiators, and all other obstructions in the working areas. The balanced⁵⁰⁰ air conditioning has eliminated drafts and hot and cold areas, thus making all space usable.⁶⁰⁰ It has been estimated that the space thus saved is equivalent to another whole floor in the building." (999)

The Fascination of Shorthand Writing

By FRED H. GURTLE

One-time Court Reporter and Editor of the Gregg Writer Reporter's Department. Winner of the Miner Medal (1910) for shorthand speed.

PART II

FROM the⁶⁰⁰ very first day you took up shorthand you were charmed by the brevity and simplicity of the peculiar⁵⁰⁰ representation of language by theretofore mysterious signs of unrelated and haphazard formation⁵⁰⁰ but which you soon learned were shot through with the thread of logic and reason. As you learned to write more and more words the thought⁶⁰⁰ that you would be able to take dictation in shorthand some day thrilled you and acted as a sort of irresistible⁶⁰⁰ influence which carried you through many discouraging and seemingly hopeless situations. Your will⁶⁰⁰ power was scarcely called upon to give its stern commands in order to enable you to do what was necessary⁶⁰⁰ to acquire some degree of art in writing. The object of your enchantment was so vividly in mind⁵⁰⁰ that no common deterrent challenged your consideration for a moment.

When you finally secured that first⁶⁰⁰ position and were able to transcribe your notes in such a way that you were not discharged at night, you were just as⁶⁰⁰ happy as any child about to receive some candy. The opportunity to make good, the opportunity⁶⁰⁰ really to demonstrate your ability to write shorthand, to take dictation in this enchanting manner,¹⁰⁰ was the hope you had long cherished. When you made good in that position and perhaps in others of greater⁷⁵⁰ difficulty, you finally came to the conclusion you were able to write all the words in correspondence and⁷⁰⁰ conversation with smoothness and speed. Then was the time you thought of reporting speeches, of getting an appointment⁷⁰⁰ as an official court reporter and of utilizing to the full the rare ability you had attained,⁷⁰⁰ and when you had obtained the appointment as official court reporter you were hourly made glad that you could more⁶⁰⁰ fully utilize your time in doing the things which gave you pleasure, which fascinated you.

Such is the basis³²⁰ of the enthusiasm writers have for shorthand, their fascination for it, their interest in it, and their⁶⁰⁰ success with it. It is more than a mere utility with which to accomplish a prosaic result. The shorthand⁶⁰⁰ combinations you very crudely and laboriously used in the early days now have an instant meaning⁶⁰⁰

to you, and you are fascinated with the new forms which you have been able to devise and which in the test⁶⁰⁰ of time and speed and transcription have proved to be adequate. This applies alike to words and phrases. You learn to⁵⁰⁰ associate little groups of outlines and think of them as families. You recognize them immediately⁶⁰⁰ that you see them and they represent your genius and your ability. You have this new form of expressing yourself,⁶⁰⁰ and so, much of the shorthand you write in the way you write it really means you just the same as you remain⁶⁰⁰ yourself even though you may change your appearance by a different way of wearing your hair or by a different⁶⁰⁰ suit of clothes. (1003)

(To be continued next month)

Definition of a Successful Business Woman

By a Banker

THE successful woman in business is the woman who works so enthusiastically, loyally, in man⁷⁰-to-man fashion with her employer that he forgets that she is a woman. She fortifies herself with valuable⁶⁰ information that he may need and makes herself indispensable because of this fund of information⁶⁰ which she has when he needs it.

A man wants a woman to look feminine, but to be possessed of a mind that⁸⁰ is masculine. (83)

WINTHROP P. STEVENS,
Executive Vice-President, National
Savings Bank of Albany

Actual Business Letters

Manufacturing

Mr. J. M. Pendleton:
The Richardson Company
160 Maple Street
Kenosha, Wisconsin²⁰

Dear Mr. Pendleton:

If the world were wrapped in a "zipper" case—if all the weaving mills in the world were put to⁸⁰ work turning out the covering fabric, it would take years to fill the order, for 196,940,000⁸⁰ square miles would be needed—but getting the zipper tape would be easy. Rusco could supply⁵⁰ the zipper tape in 3½ months! One division of the Russell Manufacturing Company is¹⁰⁰ now supplying the slide fastener industry with zipper tape at the rate of 121,000¹²⁰ miles a year—more than twice the amount needed to encircle the globe.

And this tremendous volume is only half¹⁰⁰ the story. Precision equipment and skilled artisanship in weaving and dyeing combine in the manufacture⁶⁰⁰ of Rusco Slide Fastener Tape to an exactness closely approaching that of the finest metal trades and¹³⁰ the color spectrum.

Slide Fastener Tape is but one of the contributions made by Rusco to the manufacturers²⁰⁰ of the country. Rusco Fused Fabric Clutch Facings and Rusco Brake Linings play an ever-increasing part²³⁰ in furthering the operating ease and safety of to-

day's motor cars. Every day thousands of windows²⁰⁰ become more decorative and efficient due to the installation of Venetian blinds equipped with Rusco²⁰⁰ Venetian Blind Tape, while in machine shops everywhere lathes and grinders spin on power carried by Rusco High²⁰⁰ Speed Belts.

If you have a weaving problem, the experience, ingenuity, and production facilities²⁰⁰ described in the accompanying brochure are at your disposal.

Very truly yours, (316)

Mr. William Miller
Russell Manufacturing Company
Middletown, Connecticut

Dear Mr. Miller:²⁰

Your letter and booklet describing Rusco facilities is well timed for it reaches us just as a serious⁶⁰ production problem is under discussion which I believe you will be able to help us solve.

Will you please⁶⁰ wire me whether it will be possible for your representative to see us before the end of the week?

Yours⁶⁰ very truly, (83)

February Transcription Speed Project

Dear Mrs. Culver:

If you have not seen the new line of jams and jellies that went on display at our store last week²⁰ we want to urge you to come in before the demonstration is over, for the Perfect Products Company is⁶⁰ putting out a line that excels anything we have previously offered for purity, clarity, color,⁶⁰ and natural richness of flavor. The choice of the garden is yours winter or summer!

The packers point with pride⁶⁰ to these words on the label—"Enriched With Dextrose"—which they will tell you is one of the reasons for the extra fine²⁰⁰ quality of their products. Dextrose is most effective in protecting the true color of "red" fruits. It preserves¹²⁰ the marmalade's attractive golden color, the pert tang and consistency of the fresh orange peel. It assures¹⁴⁰ a beautifully clear jelly free from sediment.

One taste of the strawberry jam and we know you will want to²⁰⁰ take advantage of our special introductory sale price.

Cordially yours, (174)

Dear Mrs. Culver:

Anderson's tells us that you are interested in learning something about Dextrose.

Dextrose²⁰ is a pure white crystalline sugar, mildly sweet and cooling to the taste. It is the only sugar the body⁶⁰ uses directly for energy. Dextrose generally improves the texture, flavor, and eating qualities⁶⁰ of many processed foods.

The importance of Dextrose, however, only begins with its basic food value. Its²⁰⁰ expanding use by food industries is increasing the demand for corn, bringing prosperity to thousands of²⁰⁰ American farmers (corn today is the most prolific source of Dextrose). Millions of dollars have been invested¹²⁰ in huge "sugar houses," costly refining machinery, and other physical

equipment necessary¹⁴⁰ to produce Dextrose. Many thousands of American workers are employed in refining, selling, and¹⁴⁰ distributing it.

Not one single pound of Dextrose sugar is imported in either raw or finished form. It is¹⁴⁰ wholly, completely American!

Very truly yours, (190)

The Lion and the Hare

(Junior O. G. A. Test)

A lion came across a hare who was asleep in a thicket. He was just in the act of seizing her when a²⁰ fine deer came trotting by. Leaving the hare he followed the deer. The hare frightened by the noise, awoke and ran away.⁴⁰ After a very long chase the lion failed to catch the deer and came back to feed on the hare. On finding that the⁶⁰ hare also had gone, he said, "I am served just as I ought to be for having let go the food which I had in my²⁰ hand for the chance of obtaining more." (86)

But He Did It!

(February O. G. A. Membership Test)

THE ONLY TIME anyone does anything really worth while is when he becomes so absorbed in the task that²⁰ he forgets all about time, play, and even dinner. He dreams of what he will accomplish, and he treads lightly on⁶⁰ his way to do the job.

I once knew a lad who had been told by his teacher that he could never write these notes from⁶⁰ dictation, because he could not learn the forms. What did he do? He sat down and copied every character from⁶⁰ his textbook and from this magazine, and at the end of the month he went up to that teacher and asked for dictation.¹⁰⁰ He had done what none of the other students had even tried to do: He learned to write by writing every¹²⁰ word that he saw; and he learned to read what he wrote by writing correctly. I have a lot of faith in a boy like that. (140)

COME ON, GET ON THE BANDWAGON!

Semester subscriptions for THE GREGG WRITER (February through June inclusive) are now being taken at 50c.

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